

School Activities



Fair Time—Laboratory School, E. I. S. C., Charleston, Illinois



A Session of Officers' Training Course—Topeka High School, Topeka, Kansas

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School Activities

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As the Editor Sees It



Rather frequently we hear about or read about a student council that is organized in connection with a civics, social science, citizenship, or other similar course as a sort of "laboratory exercise"—as the sponsor or promoter rhapsodizes. And each year we receive a number of queries concerning our position on such an arrangement.

Personally, we cannot approve of any such arrangement because:

1. It places the emphasis upon ORGANIZATION and not upon PROGRAM. The close imitation of local municipal, or state or federal, organization has handicapped, and probably still handicaps, many a student council. The program should come first, and then the organization to implement it. Obviously, too, the slavish imitation of the council of another school also violates this basic principle—the council should be organized around its program, not programmed around its organization.

2. The "practical experience" claimed is too limited in number of participants, in extent of participation, and in the type of participation—due to the great dissimilarities between the school setting and that of the adult world, to be of any significant educational value.

3. A class-centered council is not representative democracy with a sole interest in improving school activities.

4. The emphasis is upon work that is pleasing to the teacher and class, not to the school as a whole.

Occasionally a student council is organized as the "laboratory" of a public speaking class. Teaching public speaking is only a very, very minor purpose of the student council plan—if indeed it can be called that.

In short, the student council should be a truly representative body completely disassociated from any academic subject or class.

The Federation of Oklahoma Student Councils is planning to have its first state workshop for sponsors and officers at the University of Tulsa, August 14-19. Congratulations, Okla-

homa. Now you states which have not as yet organized and promoted one of these most helpful workshops—

We are glad to note that courses for student officers and leaders are becoming more common. In this issue we present another account of such a commendable course, that at Topeka, Kansas, High School. It is our firm belief that attendance at a course should be made obligatory before any officer or chairman assumes his position. Some schools offer specialized courses for the various officers, one for presidents and chairmen (and vice-presidents and vice-chairmen), one for secretaries, and one for treasurers. Some include discussion leaders' courses. Organizing and handling such a course is an ideal project for the student council. We'll be happy to receive articles describing other similar courses.

The school year ends. Will next year's activities be better? Which ones? Specifically, just how might they be improved? When? By whom? The answers to these questions can be made only on the basis of evaluation—something that is not done too well in this field. If there is no evaluation there can be no standards; and if there are no standards there can be no improvement. Naturally, all such evaluations must be carefully written out in detail and be properly interpreted before they can be profitably capitalized.

Undoubtedly, this summer many of you teachers and students will participate in conferences, workshops, trips, exhibits, and other educational activities, descriptions, and pictures of which would be interesting to our less fortunate readers. Further, during vacation you can find time to write up that assembly program, council project, club activity, social event, or even just philosophize a bit in the extracurricular field. SO, keep us and our readers in mind, won't you? Thanks.

Well, so long for this year; we'll be seeing you next fall. We hope that your summer will be a most pleasant and helpful one.

Student clubs organized to correlate with the academic offerings and to train students specifically and constructively are really valuable assets to the school.

Our Visual Education Program

AN EFFICIENT AND SMOOTH WORKING AUDIO-VISUAL DEPARTMENT has been organized and is functioning in the Jefferson High School in the Portland, Oregon, public school system. No well formulated plan had existed prior to 1953 and it was virtually impossible to know where equipment and materials were. The vice-principal and a willing teacher agreed that a complete re-evaluation of the situation was required.

An A-V Club was initiated and a thorough study of the problem and possible solutions begun. The results speak for themselves! An enthusiastic and active group of club members help the A-V Coordinator administer the program with benefits accruing to both the club members and to the school as a whole.

To become an A-V Club member, a student first submits an application to the A-V Coordinator/Club Adviser who checks to make sure the student has had no suspensions or failing marks during the preceding grading period.

The Instructional Materials Department, under the Superintendent of Schools, licenses all audio-visual operators in the public schools of the city, but only after an applicant has been examined and approved by his school. At Jefferson High

ORVIN P. BARNEY

*Jefferson High School
Portland, Oregon*

and

NASEEB M. MALOUF
*Albany Union High School
Albany, Oregon*

School, those having a school district license must pass a school A-V test to become club members.

When a license arrives at the school for a student, teachers are notified that they have a licensed student operator in the class. Notification is made using the form in Illustration 1. This form is also used at the beginning of the school year to notify teachers of all licensed operators in their classes because students may become licensed operators without becoming club members.

One of the service functions performed by club members is to train operators for the various classes in the school, and the ratio of non-club operators to club member operators is diminishing.

Audio-Visual materials, such as films, filmstrips, models, and opaque pictures are ordered from the central administration's instructional materials library on a school district form similar to Illustration 2. To reserve any school equipment, Jefferson High School uses a school form which serves the triple purpose of requesting equipment, assigning operators, and reporting on the success of the performance (Illustration 3). This combination form is turned in to the A-V Coordinator the week preceding the time the equipment is to be used.

Each Friday afternoon, at the meeting of the A-V Club, the requests for the following week are checked, equipment is routed for the entire week to follow, and confirmation forms (Illustration 4) are sent out to the requesting teachers by the A-V Coordinator and the club members.

Last-minute and unexpected requests are handled during the week as they occur but are discouraged in order to preserve the desired degree of smoothness and continuity of operation.

Our Cover

The upper picture depicts a scene included in "Fair Time," a choric drama written and produced by the children of the Eastern Illinois State College Laboratory School, Charleston, Illinois, H. J. Merigis, Principal. Professor Samuel Pisaro really originated, nurtured, and brought the idea to productivity. The program was the focal point for the summer session. The picture was printed in *Illinois Education* and thanks goes to them for granting permission for its use.

The lower picture was contributed by the Topeka High School, Topeka, Kansas. It shows students in one of the meetings held during the Officers' Training Course held at the school. Such courses should do much in acquainting students with the duties involved in the various positions, promote efficiency in performance, and assure excellent leadership for the various organizations. See story on page 293.

Requests for equipment are subject to availability of equipment, but very few teachers are disappointed.

By combining the Teacher's Request, the Operator's Assignment Sheet, and the Report on Films and Performance in one form, excessive records have been eliminated. It is now possible to know where the equipment is, that it will not be idle when needed, and that efficient routing of equipment is assured at all times.

Further, an accurate and simplified filing system has been created which relieves the A-V

Notice of Qualified Operator	
_____ who is in your _____ period class, is a licensed audio-visual operator, and is competent to use any of our equipment. It is hoped that you will use class-members to assist you with the presentation of projected and recorded materials whenever possible, instead of outsiders.	

Illustration 1

REQUEST FORM—AUDIO-VISUAL AIDS—PORTLAND PUBLIC SCHOOLS			
Send TWO copies to Instructional Materials Dept., 631 N.E. Clackamas St., Portland 8, Oregon			
SCHOOL _____	TEACHER _____	DATE WANTED _____	
Other Dates Material can be used _____			
MP	Mounted Pictures	EdF-SIF	Films
LS	Latern Slides	Others	
FS	Film Slides	FB-REC	Records & Transcriptions
<input checked="" type="checkbox"/> Out of Circulation <input type="checkbox"/> Give Number of Transcription <input checked="" type="checkbox"/> Please Make Order in Duplicate <input type="checkbox"/> Not Available on Date Wanted <input checked="" type="checkbox"/> Material Out-Substitution Made <input type="checkbox"/> Please Re-Order			
ONLY ITEMS "CHECKED" WILL BE DELIVERED			

Illustration 2

Discoveries, inventions, traditions, accomplishments—history in general—provide incentive, experience, foundation essential to the happiness of all.

Soon It Will Be Memorial Day

IN 1868 General John A. Logan, Commander-in-Chief of the Grand Army of the Republic, ordered every G.A.R. post to hold exercises and decorate the graves of their dead comrades with flowers:

"Lest no ravages of time testify to coming generations that we have forgotten as a people the cost of a free and undivided Republic."

Since that order was issued America has not forgotten. On May 30 communities, churches, and schools recite "The Gettysburg Address," "The Blue and the Gray," and other memorable Civil War poems and songs. But to these we add "In

Coordinator of tedious clerical duties and permits rapid check-backs regarding equipment breakdowns, film failure and pupil/teacher reaction to the audio or visual aids.

JEFERSON HIGH SCHOOL AUDIO-VISUAL REQUEST FORM		
Sound Projector _____	Wall Screen _____	Radio _____
Filmstrip Projector _____	Extension Cord, power _____	P. A. System _____
Opaque Projector _____	Extension Cord, speaker _____	PORTABLE B _____
Slide Projector _____	Tape Recorder _____	Operator _____
Tripled Screen _____	Photograph _____	Other _____
NOTICED! ONE OR MORE BLANKS MUST BE KEPT OUT FOR EACH PERIOD		
Day and Date Needed _____	Place Needed _____	Time needed _____
Where will operator find the film? _____		
Signature of Requesting Teacher _____		
CHIEF'S ASSISTANT SIGNATURE		
Name _____	Day _____	8th in _____ Period _____
Report to N _____	in Room _____	Period _____ Date _____
See the teacher request above for the equipment required.		
Get Equipment from _____	Take Equipment to _____	
REPORT OF FILM AND FILM STRIPS		
Film Title _____	Number viewing the film _____ Audience reaction to film / <u>Good</u> <u>Fair</u> <u>Poor</u>	
Condition of Film _____	Difficulties encountered _____	
Operator's Signature _____	Teacher's Signature _____	

Illustration 3

A-V EQUIPMENT CONFIRMATION FORM		
(Teacher) _____	(Room Number) _____	(Equipment Ordered) _____
This (Confirms/Denies) your A-V request for (Day of Week) _____ (Date) _____		
Ordered for Circled Periods. I II III IV V VI VII.		
The equipment will be delivered from _____ (Room Number)		
Please deliver the equipment to _____ (Room Number) When you finish.		
<input type="checkbox"/> The operator(s) who is (are) being assigned will complete the film or filmstrip report(s), after which the teacher in charge is to sign and return the sheet for filing.		
<input type="checkbox"/> Since a class member is to operate the projector, the request form(s) is (are) being returned for completion of the film or filmstrip report(s), after which the teacher in charge is to sign and return the sheet(s) for filing.		

Illustration 4

that are part of the unforgettable heritage of each child, it seems also valuable to develop an interest in contemporary history, folklore, and legend that these too may be appreciated and preserved. That is the reason why our Vermont high school chose as the central part of its Memorial Day assembly a dramatization by Sylvia B. Kingston, faculty chairman of the assembly committee at Springfield, of a short story, "The Old Soldier." It was written by Dorothy Canfield Fisher, who has lived more than half a century at Arlington within firing distance of the Bennington battlefield.

Junior high school students comprised the cast and stage crew for the dramatization which was presented to the upper six grades. For the first scene a white birch fence was built across the back of the stage and a few saplings of birch and some small pines were "planted" for atmosphere, so that when the taupe velvet curtains drew back—the complaining farmer boys in jeans, plaid shirts, straw hats, and small wooden buckets looked very natural as they paused for a brief rest after picking wild strawberries, or "field berries," as the Vermonters say. The conversation that follows was then suggested by Mrs. Fisher's story:

Will: Whew, it's hot. I'm goin' home. Ma won't like it because I only got half a pail of berries, but I can't find any more. How many you got, Jeb?

Jeb: About a pieful, not countin' the ones I ate.

Andrew (calls off stage, right.): Come, Boss! Come Boss!

Jeb (looking off right): Hey, there's Andrew Bostwick. He's chasing old Bessie again. (Calls to Andrew) What's the matter, Andy, Bessie got lost again?

(Enter Andrew, tagged by Ezra carrying sticks and acting as if he were completely exhausted.)

Ezra: My old fool cow's got herself lost good this time. Ornery old critter.

Andrew: Yup, she didn't come back to the barn last night. Ma says that I have to find her or else I can't go to the parade tomorrow.

Will: Is your ma going to let you fire the cannon tomorrow, Andy?

Andy: I think so. You little guys can set up the flags.

Jeb: You'd better be careful with that old cannon, Andy. It's seventy years since they used it in the Revolution, and it might blow up

while you're firing it.

Will: How do they know our side used it in the Battle of Bennington? Betcha' they didn't.

Ezra: Well, I'll betcha they just did, for Doc White's got an old history book that says so.

Andrew: My folks don't expect the celebration to amount to much this year. There aren't any old soldiers left. They're the ones that always put flowers on the graves in the cemetery.

Will: There are, too, some left. At least there were *two* last year.

Andrew: Nope, not two. That old one that was ninety died last winter. Don't you remember?

Ezra: Yes, and the other old veteran is out in New York state with his folks. Guess there won't be any old soldiers this year.

Andrew: Pretty soon nobody'll remember what Decoration Day or Fourth of July means.

Will: Hey! There's an old fellow who lives with the Hawleys, 'way up Hawley Hollow from our house. He's their great-grandfather, I think. Maybe he was a soldier in the Revolution. He's old enough. They say he's ninety or more.

Andrew: But that family doesn't live in Sunmore. We ought to have a Sunmore old soldier for our Fourth.

Will: Yes, they do too, live in Sunmore. They don't trade at the Sunmore stores much because from the end of the hollow where their house is, it's easier to go out the far end to Canterbury. But they vote in our Town Meeting.

Andrew: Ez, you find that good-for-nothing cow. I'm going to tell Pa about that old soldier. Maybe the Selectmen can get him for our parade.

The curtain is now closed to reopen on scene two where students dressed in "antique" clothes with fans, hats, canes, etc. troop into the Town Hall fanning themselves and chatting. The stage presents the familiar sight of the New England town meeting with the dignitaries in charge. Three women on the right are chatting:

Addie: Isn't it remarkable that an old Revolutionary soldier was discovered this year just when everybody thought we'd have none since the two old familiar veterans are gone.

Liz: Who, indeed, found an old soldier around here?

Cora: Andrew Bostwick and William Hunter did. They're right smart boys to know enough history to appreciate the Fourth of July. Patriotic, I'd say.

Addie: Yes, the boys found an old soldier living with his great-grandson's family up in Hawley Hollow. It seems the young couples left their own place in Canbury to move out and take care of the old man. Let's hope he leaves them his house and farm.

Liz: Does any one know for sure that this grandpa really fought in the Revolution?

Cora: Oh, yes, he still has his old rifle and his leather belt. He's stone deaf, so the boys had "a time" making him know what they wanted. They didn't get the story complete about the old soldier's part in the Revolution, but there he was quietly proud of the past and his gun laid on pegs over the fireplace.

Addie: Andrew and his pa drove their wagon around the mountain to get him this morning. Andrew and Will are going to be the Young Guard of Honor.

Liz: It must be almost time to start the program.

(The crowd cheers as Mr. Bostwick comes in helping a bent old man into the hall. Andrew carries his gun. The escort takes him to a seat of honor with the boys standing on each side. The leader of a group of singers raps for the attention of his chorus who sing "Riflemen of Bennington."¹)

Dr. White (who has risen and been looking with interest at the old soldier's gun.): Andy, let me look at that gun!

Andrew (glances at doctor with surprise, puts his hand on the gun, and shouts into the old man's ear.): Doctor White wants to see your gun. (Louder) Doctor White wants to see your gun.

Doctor White (to the chorus): Wait a minute. (Putting on his glasses, carefully examines a place near the trigger. When he looks up, his face exhibits his astonishment.) Friends, this is a Hessian gun. This old man must have been one of our enemies—a Hessian who fought against the Americans.

(In the silence the old man, numbed, looks at the people.)

Andrew (hurries to the front of the platform.): Listen, townspeople, that was a hundred years ago—well, about seventy years anyhow. No matter how mad you are at somebody, you don't have to keep it up forever. The Bible says not to. This old soldier's lived close to us all that long time, farmed it like everybody else, and had his family and paid his debts. He's old

—so old it would be mean of us to—(goes back and puts his hand on the old soldier's shoulder. People rustle about in excitement.)

Dr. White: I remember when I first came to Sunmore and became interested in Vermont history, I did hear some of the old people talking about a young Hessian soldier who had been wounded in the Battle of Bennington. He was picked up unconscious in the woods the day after the engagement, carried to a farm house and taken care of there. The story is told, too, in one of the old histories in my collection. Anyway, by the time the German soldier was able to get around, months had passed, and he had lost complete touch with the British who had abandoned him as dead. At the time, he was only nineteen, and he had come to love the way of life he had seen around him. By then he wanted to be an American and live here.

My history book stops its story there. I heard, though from old Mr. Hale—your grandfather, Jim, who was connected somehow by marriage with the Bennington family who had befriended the foreign soldier, that the young fellow was a likeable lad. When he learned enough English he told his own story of being orphaned and poor in Brunswick. Then one day when only sixteen he was picked off the streets by a recruiting corps and forcibly made into a soldier. He had never chosen to be a Hessian mercenary. In fact, he hardly knew what the fighting was about until it was all over for him. By then his short residence in Vermont showed him this was the country to which he wished to give his loyalty.

(Doctor turns and lays the rifle back on the old man's knees.) I rather think that Andrew Bostwick is right. Seventy years is too long to cherish resentments and hatred. I think our celebration should go on. Reverend Hardwick, have you anything to say about this?

Minister (stands up and advances. The old man thinking a prayer was to be said bows and looks downward.): O Heavenly Father, help us by the light of Thy grace to see into the heart of our fellowman who has for many years striven to lead a good life among us. Teach us the way of Thy justice. Help us to live in Thy peace.

Moderator (soberly): Fellow citizens, the question of whether we should proceed with our celebration under these circumstances is for you to decide.

Citizen: Mr. Moderator, I move that we proceed to honor the old soldier in our midst

1. From Ives, Burl: Book of American Songs and Ballads.

and that the celebration continue.

Voices from all over the hall: I second the motion.

Moderator: Motion made and seconded, those in favor say, "Aye." (As the chorus of "Ayes" is shouted, the old soldier smiles, and leans back content.)

The third scene represents a cemetery with the Old Soldier, the Guard of Honor, Selectmen, Minister, and other officials standing around a white wooden cross. Behind the monument stand the choir. From the left come little girls in pairs with baskets of flowers which they present to the Old Soldier who lays them before the monument. A bugler blows "Taps," as everyone stands in reverent attention. The muted echo of "Taps" comes from outside the wings as the curtain closes.

All Areas Fertile with Materials

This Vermont dramatization suggests the many original materials unused in every area. For example, during the First World War, a German farmer whose scant knowledge of English prevented his understanding just what a solicitor wanted when he called to sell War Bonds had his freshly-painted barn and corn crib sloshed with yellow paint. Yet, three of his sons enlisted in the United States Army. One was decorated for heroism at Verdun. One died at

Belleau Wood. His story and its implications for Americanism is yet to be written.

Wouldn't it be inspiring to draw a huge map on the stage and place a flag to represent every ten men from Wisconsin who served in, say, the Second World War? Or, to tell how Ira Dutton, Wisconsin Cavalry Captain, established the federal cemeteries at Grant's command and later became a renowned missionary to the lepers at Molokai? Children could profitably dramatize this man's life which touched those of Theodore Roosevelt, Admiral Perry, and other great men.

Assembly Honors Local Heroes

Every American community has its own heroes—boys who were decorated, and boys who were not decorated—dimly-remembered wearers of the blue and gray for whom the G.A.R. post was named, or the patron saint of the American Legion who went to school with Dad. So why not tell the story of Frank McNiff of Anthon, Iowa? Getting students to go back to contemporary sources for information, and to interview and write an authentic and interesting account makes for a vital assembly program. The resulting cooperation in the school's extracurricular program, and the pride that students and community feel in preserving important knowledge for future generations are also desirable results.

An all-inclusive activities program, properly administered, in addition to academic offerings, makes for interest, happy participation, and achievement.

School Morale Factors

GOOD MORALE IS AN INVALUABLE ASSET to a school. When this intangible something is present, both pupils and teachers benefit. When morale is poor, there are apt to be unnecessary tensions and the expenditure of nervous energy with little advantage to anyone. While it is intangible, morale does have certain rather definite characteristics. It is more apt to be found where teachers work together effectively and co-operatively, where there is good feeling among pupils, and where there is mutual confidence and co-operation between the faculty and the student body.

While morale may tend to fluctuate during a school year, and no school is without its discouragements, we have found certain factors which

M. A. POVENMIRE

Principal

Lakewood High School

Lakewood, Ohio

have affected the school tone in a positive manner. One is the school plant. Ours is the only public senior high in a city of 70,000 in the suburban area of Cleveland. There is an enrollment of thirteen hundred students with ample facilities for a broad program of both curricular offerings and activities. These include a swimming pool, three gymnasiums, an auditorium, and space for outdoor athletic and physical education activities, in addition to adequate library, laboratory, shop, and classroom facilities.

A fundamental factor in building school morale is effective curricular work. Students have little respect for a school which does not demand good work from them. While over sixty per cent of the graduates of Lakewood High School attend college, there is a wide selection of subjects in technical, business, art, and home economics for those who are planning to go directly into vocations.

Last year fifty-nine scholarships were earned by members of the senior class in colleges and universities throughout the nation. With few exceptions, school activities are scheduled on Friday and Saturday nights so as not to conflict with the homework which is expected of all students.

A staff of well-qualified, professionally minded teachers, who are interested in young people, is basic to the establishment of a democratic attitude conducive to morale in the classroom. This spirit begins with teachers who are themselves part of a democratically functioning organization.

Our local teachers' association is encouraged by the administration. Its meeting dates are part of the school schedule and are announced in the bulletins; its representatives comprise part of the superintendent's advisory committee.

Teachers feel free to report matters of general concern either directly to the principal or to a faculty-elected professional problems committee which meets regularly with the principal to air problems and to plan the faculty meetings.

Still other opportunities to suggest improvements come when teachers meet in departments or in small groups according to grades to discuss home room matters. Both the means and the end heighten morale when these suggestions are put into effect. General faculty meetings are conducted with considerable teacher participation and staff members have been invited to speak at assemblies on such occasions as the induction of members into National Honor Society.

The tone of the school is also helped by the school dress of the students. Since it is understood that this is their business day, student dress accordingly and jeans are not worn in Lakewood High School. Many visitors have remarked about the fine appearance of our student body.

The wide variety of activities developed by the school is another important factor in the development of good morale. There are over forty clubs—curricular, service, and religious—all of which have open membership based on reason-

able qualifications. The character building program of the six Hi-Y and eight Friendship Clubs which now actively involve almost one-fourth of the boys, one-half of the girls, and one-fifth of the faculty is particularly effective. A recent project of these clubs was to provide funds to bring the Reverend Bob Richards, Olympic pole vault champion, to the school for an inspirational three-day conference open to the entire student body.

Still another is the emphasis placed on activities of an all-school nature in order to encourage a feeling of unity in the school. These include both social activities and projects of the student council. A number of all-school parties are planned and carried out each year by a student-faculty committee. These generally include an informal get-acquainted party in September, a Halloween party, a semi-formal dance on Thanksgiving honoring the football team, a formal dance at Christmas, and interesting parties in the spring.

Two years ago a spacious "L" shaped social room, a part of the new gymnasium addition to the school, was dedicated. It was furnished in luxurious fashion by funds raised by projects of successive student councils over a period of several years. In it students gather before and after school and during lunch periods to visit, read newspapers and magazines, play checkers and chess, or enjoy the piano, television, and records.

After school, when the snack bar is open, this student center is especially popular. It is always open for dances after home games, concerts, and plays and is an important place in the operation of all-school parties.

In addition, many clubs hold after-school meetings in one of the three rooms into which it can be sub-divided by accordion folding doors. A student staff working on a volunteer basis under an adult director operates the snack bar, keeps the room in order, and prepares for special events.

The student center was just one of the results of a series of money-raising projects sponsored by successive student councils. During the war, when it was both patriotic and profitable to collect newspapers for salvage, a check for \$20,000 was given to the Board of Education for the project. However, due to war-time building restrictions, it was impossible to realize the goal until recently.

The major money-raising activities used in recent years by the student council have been a

magazine subscription campaign, the collection of tax stamps which are redeemed by the state, and the presentation of an annual student talent show.

Some of the projects completed during the past seven years include purchase of an electric organ for the new auditorium now under construction, pictures for classrooms, additional new steel bleachers on the football stadium, a public address system for the football field, a diathermy machine and a whirlpool bath for athletic teams, funds for outside assembly talent, transportation of athletic teams, and trips of classes and clubs, in addition to a replacement fund for L-Room furnishings.

The student council has done much to develop a positive school attitude largely because it has an important place in the life of the school. The only eligibility for members who are elected by their home rooms each semester is that they must have passed all of their subjects during the preceding semester. Formerly there was a "C" average requirement, but this was dropped because it was felt that pupils who could not maintain this average would feel less a part of the student council activities.

The meetings are held before school. The executive committee, composed of the five officers and nine directors, meets on school time, twice weekly, with the sponsor to discuss the agenda and to prepare recommendations for the meeting of the week. These directors, who are elected by the student council, and a brief description of their jobs follow:

Public Relations—Maintains bulletin board with newspaper articles or other publicity concerning Lakewood High and acts as hosts to visitors.

Recreation—Helps to organize and manage dances following basketball and football games, manages other intramural activities sponsored by the student council, works with a faculty committee to plan all-school parties.

Public Welfare—Helps to organize all charity drives in school, in charge of the flower fund whereby flowers are sent when a member of the immediate family of a student has died.

Activities—Co-ordinates the extracurricular activities of the school, keeps a file of club constitutions, registers the officers and members of each club, and compiles a club roster, removes posters which have served their purpose.

Library—Gives the students an active representation in the library.

Lost and Found—Has charge of lost and found service, disposes of long unclaimed articles by selling them or donating them to worthy organizations.

Tax Stamps—Organizes campaign for tax stamp collection, counts and tabulates tax stamp returns from home rooms, sets goals and awards.

Council Duties—Keep home room ink bottles filled, makes sure that all pencil sharpeners are in workable condition, and suggests needed improvements in the physical plant.

Athletic Publicity—Works with faculty sponsor in organization of pep rallies, aids in publicizing school athletic events.

A list of activities undertaken by the student council during the past school year included rewriting the student handbook and assisting in financing its printing so that each student new to the school is given a free copy; sponsoring intramural activities; serving on committees which arranged assembly programs; established policies for the student center and planned all-school parties; studying and recommending improvement in corridor traffic control; presenting student produced talent show and concert of modern music; sponsoring sale of football season tickets; revised constitution; and supervised the pupils in the cafeteria.

This latter responsibility is one that the students are especially proud to have and they do their best to measure up to it. We believe it unwise for pupils to exercise disciplinary control over other pupils such as is given in a student court. Consequently the members of the council on duty in the cafeteria have no disciplinary power and exert only the force of public opinion.

We feel that the fact that over fifty per cent of the students are actively engaged in some phase of the music program has had a positive effect on school morale. In the first place, music has long been recognized for its therapeutic value in relaxing tensions. Then, too, good work habits are developed in students by keen competition.

The vocal offerings of our school include a mixed chorus, four glee clubs, the junior a cappella choir, into which pupils graduate from the glee clubs, and the highly selective senior a cappella choir. There are an orchestra, a band, and full-credit courses in harmony and music appreciation. Since these groups work hard and show results of their achievement, the music courses are not looked upon as easy ones.

A real incentive for excellence of achievement in music has been the privilege of taking

trip. The senior choir and band have alternated since 1951 in spending the spring vacation on a trip. This year the choir is planning a third trip to the Boston area and again expects to return by way of New York.

On the 1953 trip the group appeared on the Kate Smith television program. Last year the band traveled to Ottawa, Canada, playing enroute concerts in St. Catharine's, Kingston, and Oshawa. The band members were entertained by Canadian students in their homes, an arrangement making for a most valuable experience for both groups.

Successful athletic teams have a positive influence on school tone as long as there is a comparable high level of sportsmanlike conduct on the part of both the players and the student body. Lakewood students are fortunate in having facilities to compete in nine different sports which include football, cross country, golf, tennis, basketball, track, wrestling, swimming, and baseball, in addition to intramural activities in tennis, speedball, volley ball, basketball, ping pong, and golf. The girls' intramural program involves some sixty-five per cent of those enrolled and includes seventeen different activities including horse back riding, bowling, and golf.

Another factor in building morale is the caliber of school publications. A high school newspaper can be better than a gossip sheet—and more than just a tool for the teaching of journalism, important though that function is. A good student publication can help interpret school services to pupils, teachers, and parents.

Any paper through its regular coverage will reflect the school. However a publication will probably do a better job if it develops a series of articles to call attention to special opportunities and services within the school. If communication is to take place, articles must utilize such reader-interest factors as achievement, controversy, timeliness, personalities, and the unusual.

Articles will reach more readers if well-planned pictures illustrate the text. We are fortunate in having a weekly paper which maintains a high standard of coverage. Both the newspaper and the school yearbook have been consistent winners of national honors.

Keeping parents in touch with the school is another important factor in maintaining school tone. One of the greatest opportunities of a high school unit of the Parent-Teacher Association is to help interpret the school program. There is no

phase of education where it is more important for parents to understand the goals of the school.

Enrollments in high schools have increased many times as rapidly as the population during the past fifty years. In order to keep the proper perspective in the broad, over-all aims of the school, it is helpful to have all parents' groups interested in the school serve as committees of the Parent-Teacher Association rather than as separate organizations. The P.T.A. Board of Lakewood High School consists of the chairmen of thirty-two committees and the officers. The discussion of the many aspects of the program at the monthly meetings tends to make the members of the group aware of the place of their particular interest in the all-school program and helps them in understanding and interpreting the aims and policies of the school.

The P.T.A. unit in our school, which has a membership of over nine hundred, includes in its activities of the year a meeting for orientation of parents new to the school, open house for visitation, general meetings, and the sponsorship of the mother-daughter, father-son, and athletic banquets. The raising of money is a subordinate activity, although several hundred dollars are appropriated each year for school projects.

Since schools cannot be significantly better than the community or quality of people they serve, school morale is inevitably tied up with community tone. In the dedication of the new Civic Auditorium, a wing of the high school, Lakewood is observing this spring a month of "Pride of Progress." Although it is a community which reached its building peak twenty-five or thirty years ago, Lakewood has made unusual achievements during the past few years.

The modernization of the public schools and other public educational facilities has run into several millions of dollars. The development of parochial schools has added millions more. City projects, too, have furthered the trend in Lakewood toward keeping the community modern and progressive. These include the development of Lakewood Hospital, off-street parking lots, and the opening a large new municipal swimming pool.

In addition, the churches of the community have engaged in projects of construction and modernization in the past few years to the extent of more than four and a quarter millions of dollars. New apartment construction and business projects during the past five years have added

another six million to the city's urban renewal picture. The total improvements total nineteen million dollars and demonstrate the forward look of the community.

While factors affecting school morale will vary in different local situations, the challenge of working to attain good morale remains one of the great challenges for any school.

Students, teachers, administrators working together on various school procedures, should assure more satisfactory and efficient policies and practices.

Why Not Permit Students to Help with the Awards Problem?

EVERY YEAR in almost all secondary schools in this country individual students are selected from their class, are designated as the "best" in some particular area of activities, and are given a certificate, medal, badge, or some other material token. While the winners parade up to the school stage—procedure usually recommended by school officials—they may or may not be elated or jubilant in their success. Whether the applause from the audience is indicative of shared satisfaction in the winners' gain is equally difficult to surmise.

Despite the apparent acceptance of the giving of individual awards, many questions are sporadically raised concerning their desirability; but these questions are usually interpreted from the educator's point of view. Seldom do the students involved give their opinions. Faculty and administrative concern with methods of selecting students to receive individual awards has resulted in many recent articles which describe procedures deemed successful for particular schools.

Such articles generally begin as follows: "This is the method our school found was most acceptable for giving individual awards;" "Our faculty chooses individual award winners in the following manner;" "Although we know it is difficult to choose the most outstanding student, we follow this plan." And, then some elaborate system is explained whereby subjectivity is minimized or possibly erased.

The fact, however, that those teachers who make decisions as to the "best" students would undoubtedly concur that when individual awards are carried away from the school, an uneasy feeling is alleviated, at least to some degree. This uncomfortable feeling may possibly be self-inflicted, but the major portion of it results from the more than apparent tension which is built up in the student body and which culminates in the

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climactic "parade" of winners. This tension might possibly be explained by the students who, in turn, may enable the teachers to explain their own uneasiness.

That many of the students are dissatisfied with present practices and methods of giving individual awards was made clear in a recent survey conducted in a number of Florida high schools. Through the cooperation of principals and classroom teachers during the spring and fall of 1954, 1,043 seniors were able to participate in a survey designed to collect opinions of students concerning the desirability of individual awards. The questionnaire technique was employed.

The students were oriented to the questionnaire with the following definition of individual awards: An individual award, as used in this questionnaire refers to any key, plaque, certificate, pin, or other material token which you or one of your classmates receives in a given year, recognizing an individual as the best qualified person to receive the award. Examples: science, English, history, and other course awards; drama award; civic club awards; etc.

Final tabulations revealed that a majority of the students surveyed were definitely not satisfied with some aspects of present practices of giving individual awards.

For example, the students were asked if they thought an individual teacher or group of teachers could determine the "best" students. Their answers were as follows:

Yes	617 or 59.16 per cent
No	289 or 27.71 per cent
Don't Know	114 or 10.93 per cent
Other	3 or .29 per cent
No answer	30 or 1.91 per cent

Does this indicate that about four out of ten students are dissatisfied with teachers' giving individual awards? Actually, a majority of the seniors surveyed had been dissatisfied at one time or another with the decisions of those who gave individual awards in the high schools. This is indicated by the replies of the seniors when asked if someone in their respective schools had ever received an individual award which they thought should have been given to someone else. The answers were:

Yes	527 or 50.53 per cent
No	463 or 44.39 per cent
Other	10 or .96 per cent
No answer	43 or 4.12 per cent

The expected conclusion that the answers above which imply dissatisfaction are reflections of disappointments or possibly just plain "sour grapes" is without support insofar as this survey was concerned.

In answers to further questions, only 4.99 per cent of the seniors replied that someone had received an individual award which they thought should have been given to them. It was found that 69.68 per cent of the 195 seniors who had received an individual award replied that some individual awards had gone to wrong persons while only 48.54 per cent of those who had not received an individual award concurred.

Thus, the conclusion seems to be warranted that those students who are capable of earning an individual award, attested by their having earned at least one, are, as a group, less satisfied with the giving of individual awards than are those who are not so capable of earning one. If the competitors are dissatisfied, it is easy to understand why one student wrote the following on his questionnaire: "Individual awards are okay if I don't get one."

Each student was asked why he or she believed individual awards should or should not be given. All of the reasons for giving individual awards fell into three categories which included: (1) individual awards make students work harder; (2) individual awards induce competition which is natural in our society; (3) outstanding work should be recognized.

Comments on not giving these awards, though fewer in number, can be listed in five categories. These were: (1) individual awards go to a select few; (2) individual awards result in hurt feelings; (3) it is impossible to select the best; (4) individual awards go to those who do not need

incentive to work; (5) individual awards are not necessary.

Even though a majority of about 60 per cent of the seniors indicated that they preferred teachers and civic organizations to continue giving individual awards, at least half of these same students requested a better and fairer method of selecting the best students to receive these awards. Insofar as the schools surveyed are concerned, the present methods of selecting the "best" are not desirable because too many students are dissatisfied.

If individual awards are to be given in secondary schools and if they are not to become almost meaningless to the students, efforts must be made to bring about more satisfactory practices—practices in which the students themselves have faith. Otherwise, our students will continue to make such comments as the following which were taken from the questionnaires.

I don't think individual awards should be given to individuals . . . In many cases there usually is someone else that deserved it but didn't get it because he didn't have the right background—financial and social.

In a lot of cases the teacher does not know the true student. She only knows the way the person acts around her, not how he acts when she is away from her.

Individual awards should be given by the student body, not by individual teachers. The teachers have their ideas on adult standards.

Can one pupil be best? Perhaps, but who can really be the judge? Many things are involved in choosing. Did the student just study and work hard or was he or she pushed into it by glory-seeking parents? Does the student work for an award or for knowledge?

This practice is very undemocratic because in the act of giving these out you might hurt someone's feelings or maybe even their self-confidence. I do not think individual awards should be given.

If an award is given it shows that the person has been noteworthy in his efforts and achievements. It also tends to put noses "into the air." Whether or not this is good is open to discussion, and I don't know the answer. But teachers are very often fooled by students and very often the wrong persons get rewarded.

I have nothing against giving individual awards to those who deserve them. But I don't think enough time or thought is put into choosing the award winners, especially by teachers. And I don't think any organization outside the school should present awards to students which will be recognized by the school.

The above comments from seniors' expressing dissatisfaction were typical ones. These few comments vividly illustrate that our secondary school youth have keen insight into some of the problems associated with the giving of individual awards; hence, it should follow that they could give valuable aid to faculty members and administrators who usually are the sole policy-makers.

Many students included in the survey ex-

pressed a desire for inclusion in the selection of individual award winners in addition to the setting of award standards. Not only would the selection process probably be more acceptable if students were involved, but the attempt at consensus on the individual awards problem would be a rich experience for the youth, working democratically with their teachers.

If the giving of individual awards is a sound procedure in the secondary school, their effective-

ness should not be hindered because many students are dissatisfied. We know that persons who are involved in particular decisions have a better understanding of those decisions; would not this hold true concerning the selection of individual award winners in our schools? And would not shared decisions create less dissatisfaction and subsequently minimize the tension in the student body and the uneasiness of the teachers on awards day?

Students take over local radio station for a day—are recipients of much valuable learning and experience—project school's activities into the community.

A Radio Project for a Speech Class

THE SPEECH CLASSES of Edmunds High School of Sumter, South Carolina, have operated radio station WSSC all day for one day, for the past two years. This year it was on Saturday, January 29th. This project has a number of advantages not ordinarily found in a single school activity. It is educationally sound and can be used as regular speech class work. It provides publicity and money for the speech program of the school. In addition the project can, and should be, kept on a business-like basis with no taint of charity or blackmail of anyone in the community.

The project of operating a radio station all day will be discussed in three parts: (1) advertisements, (2) programs, and (3) broadcasting.

(1) *Advertisements.* The fact that advertisements will be sold determines the best time during the year for the project to be held. Ordinarily before Christmas the radio station will have more ads than during the rest of the year. January seems to be the best month for the station. It is also a good month for the school since there is little conflict with other school activities.

The task of selling advertisements can be handled quickly by assigning students to cover the business area in one afternoon. Two students to a business block is usually sufficient. Of course some students will have personal contacts and can sell most of the ads rather easily. But a careful check should be made to determine whether all business establishments have been contacted. The selling of ads should be com-

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pleted at least ten days before the date of broadcast.

One thing should be stressed in the instructions to the students. The businessmen should be told that they are not being asked to contribute money to the school. In fact, most of the money goes to the radio station. The student's sales talk should include this. (1) These ads are being sold as any other ad sold by the radio station. In other words, if the ad will not be good business for him, then he should not buy the ad. (2) These ads are better than the usual radio ads because of the large audience attracted by the special programs. The sales talks should be practiced in speech class before the student goes out to sell any ads.



Receiving Instructions from Engineer

The writing of the ads can be handled in part by the speech class. Probably the majority of the business men will request that their ads be written by the station. But some of the ads will not be too difficult for the students to write. Several days should be scheduled in class for completing this task.

There is a definite limit to the number of ads that should be sold. The radio station will have its regular ads to broadcast plus its sponsored programs and network programs. Needless to say, it is not good policy to broadcast one ad right after another.

Two rules can be followed in determining the maximum number of ads to be sold. (1) There should be no more than two ads during a station break. (2) A thirty-minute recorded music program should have no more than ten ads. It will take just a little figuring to compute the maximum number of ads using these rules, once you know the amount of time available and the kind of programs planned.

One remaining problem is the preparation for the actual broadcasting of the ads. The program log should be prepared several days in advance so that the ad announcers will have an opportunity to practice reading the ads. Students with excellent voices can be selected for this job. It is a good idea to require them to mark the ads for pauses, emphasis, etc., for it is actually very difficult to do a perfect job of meaningful and correct reading of just one minute of script.

In spite of considerable preparation, don't be surprised at anything that might happen in broadcasting the ads. Some of the prize boners pulled by our students have been: the wrong phrasing of low-down payment to mean something morally reprehensible; a mispronunciation of Helen's Beauty Salon to indicate a place where liquor is consumed; and even a tire sale may come out a siren tale. However, the students will be able to do a professional job, and this experience is an excellent lesson in speech.

Finally, neither the students nor the school handles any of the money from the sale of ads. The radio station bills the business places at the end of the month, just like their other ads. The station then sends us a check for our share of the money. Under our present agreement, our share is 25% of the first \$200 sold, and 33 1/3% of all over \$200.

(2) *Programs.* The first thing to do in

planning the programs is to find out how many hours will be available. A radio station usually broadcasts 18 hours. The station may keep, for example, 5 1/2 hours of network or locally sponsored programs for which the regular announcers will be responsible. The remaining 12 1/2 hours is yours.

Six hours, or almost half the time, were recorded music programs. This kind of program can absorb more ads than other kinds of programs. With a heavy log six hours of recorded music is almost essential. Also the students enjoy broadcasting this kind of program, and it is comparatively easy for them to handle.

There remains six hours of programs to be scheduled. Dividing the time into thirty-minute programs gives a total of twelve. This might seem to be a staggering task, which it would be if all the programs had to be broadcast live. The best procedure, however, is to tape record as many programs as possible.

The following are the kinds of programs most suited for taping: (1) A program involving sound effects or musical background, a radioplay for example, should be recorded. Practice is necessary to coordinate such a program, so a good performance might as well be taped. (2) Programs involving several persons can be recorded if all the participants can't be present at the time of broadcast. (3) The safest thing to do is to record student participation shows, such as "Queen for a Nite," just to insure that no serious errors are broadcast.

It is difficult to get a recording of top broadcast quality. Only the best equipment should be used, and preferably an engineer should be in charge of the recording. In other words, the radio station should handle all recording unless the school has a radio studio.

About two weeks will be needed to complete all the recording. One student can be placed in charge of each program with the responsibility of making all arrangements. It will be necessary to check with the students on the timing of their programs to be sure that the program fits the time allotted.

Some programs can be scheduled for twenty-five minutes in order to leave room for five minute news programs. The station manager can tell you the best time to broadcast these news programs, probably about ten times during the day. This type of program is excellent experi-

ence for the students and can be handled rather easily on the day of broadcast.

If certain programs are 15 to 20 minutes long, the remaining part of the thirty minutes can be used for a musical interlude. As many as six ads can be broadcast as well as an extended station break advertising the programs that will follow.

There is a wide variety of programs that can be scheduled. The following are examples: a religious forum on courtship and marriage, radioplays, interviews with the coaches of the athletic teams, interviews with student leaders in various school activities, a talent show, a recording of a session of the student council, a discussion program on current events, a report on the civil defense project at our school, and a memorial program to the person for whom our school is named.

(3) *Broadcasting.* With most of the programs tape recorded, the responsibilities on the day of broadcast are not very heavy. Of course

the news programs cannot be prepared in advance so you must help these students, especially with pronunciation and timing.

Three of our students alternated during the day in operating the control board. In other words, the regular radio announcers were relieved of responsibility of broadcasting, except supervision, during our programs. These three students had secured their licenses as radio announcers, and of course, had considerable experience in operating the control board before the day of broadcast.

From the standpoint of the radio station, the school administration, and the speech program, this project is an excellent one. No serious objections have arisen in our experience with this project. It also provides excellent training in speech for the students. And most important, the students enjoy this kind of work. Probably the most gratifying comment that they have made is their statement that they would like to do it again.

The field of music provides opportunity for promoting participation, organization, appreciation, integration, public relations in the various communities.

Be a Leader, Mr. Music Educator!

THE MOST INTELLIGENT PLANNING, organization, and policies of any project, the highest type of ideals, the good intentions toward the individual, the money, time, and effort spent—all these, plus a genuine willingness and attitude—are absolutely to no avail without the administrative, stepwise progression of efficient leadership. It represents that spark which kindles the fire of enthusiasm, made meaningful through pre-conceived direction. It brings order and symmetry out of chaotic and multifarious conditions.

Leadership can cause to function those activities which cumulatively bring about the desired results and ultimate achievement of the project. Conversely, poor leadership is worse than useless because it can occupy strategic positions which should be filled with effective leadership, producing a type of frustration in the project for persons with vision and ability. Then too, malevolent leadership can deprive groups of access to information, stunt the potentialities of other aspirant leaders, and woefully limit, if

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not annihilate altogether, the project itself. Leadership then, not only by one or two individuals but by as many as qualify, is the pivotal position which can cause the pendulum of activity to swing into the direction of retreat or progress, failure or success.

Leadership in community music activities, though expressly important, suffers under the condition of only a few who qualify today.

A great many of our music leaders fail in their attempts to promote community music projects because they have forgotten certain aspects of the relation music has to the average citizen. So much engrossed are they in the technical practice of the art of music that they have failed to remember that individuals vary widely in their capacities to absorb music and that these differences should be respected. Then too, some

music leaders seem to have placed the wrong emphasis on the term "recreational" music by substituting, unknowingly perhaps, the educational scheme exclusively.

Adequate leadership demands discretion. Among our leaders in community music are those who go to the extreme in catering to what they believe is "common" or "leisure" music. Culture is no objective with them; neither is progress in creative endeavor. Instead, they bring out materials in music and as a result, remain in the rut of ignorance and stagnation.

Leaders in community music activities cannot become merely figureheads. In fact, their type of leadership is dependent upon those necessary qualifications which are ingrained—those which abide in the formation of their basic philosophy concerning music, education, and their fellowmen. And these must be fused or permeated with musical insight, ability, and intelligence. They must be thoroughly convinced of amateur music benefits and, through it all, they must be democratic enough to seek out, promote, and train other prospective leaders in the community.

The accomplishments of some areas in their music projects imply that planned organization and leadership is positive assurance of success in any other like project.

The situation, however, lacks the latter because every metropolitan area, city, town, and village has, at least, *some* resources upon which to begin. That the need for such leadership is great is evidenced by a universal appeal to all the communities in the United States; for even in the comparatively few communities where a workable program is in progress, there yet remain gaps for much-needed leadership to satisfy the musical needs of many desirous and capable participants. Failures are due more to a lack of leadership than any other single factor.

The qualities of leadership in community music activities include a broad scope ranging from inherent personal traits to the intricacies of efficient conducting. It is evident that such qualities cannot be attributed to or be expected of innate ability alone; instead, it necessitates specific training along the lines of community music leadership. Many educators in music and otherwise, have been cognizant of the need for community leadership; and, as a result, they have tried not only to bring this need before the

public mind, but have attempted to set down principles of leadership conducive to the successful performance of promoting, or organizing, leading, and integrating a community project. For the most part their specified qualifications overlap, but for this present consideration, only the most important ones will be treated as fundamental requirements.

The most important qualification of a community music leader is that he must *know* music. Even if he knows very little of it he may achieve a commendable amount of success in a project; but, here his success will be proportionately enhanced if he has intelligently experienced a great deal of the best music. Such experience, of which some must come by means of training, is indispensable toward the attainment of a superior project in music.

Granted that efficient leadership in music demands a great deal of innate music ability abetted by experiences and intelligent training, there are other qualities to be included here, without which a successful program could never be of such a nature as to develop all the potentialities of the group, yet allowing for that group to move forward "as expeditiously as possible."¹ This concept of developing the ability to follow and exercise leadership is probably one of the most important needs and attributes of the community music program.

Another essential quality of an efficient leader of community music has been an outgrowth of the necessary "extra" duties connected with his work. This quality is the ability to organize, promote, and administrate an activating project. Without the ability to carry out policies, to administrate necessary functions, and to promote good public relations with reference to his project, the community music leader is severely handicapped in achieving an otherwise successful music program.

Other qualities which might well be mentioned here in respect to music leadership are, more or less, inherent or those included in the total makeup of the individual. One of these qualities might be termed "adaptability," another, "good humor," and still another, "personality." It would seem that the ideal leader of community music could never be found. However, these are necessary qualifications—these are ideals—which tend to attract would-be leaders and to spur those leaders already engaged in community projects.

1. Miel, Alice, *Changing The Curriculum, A Social Process*, D. Appleton and Co., Inc., N.Y., 1946, p. 170.

An activity that promotes constructive thinking, organization, promotion, participation, leadership for students, deserves a definite place in the school.

Our Think-a-Minute Program

THE TEEN-AGE BOY at the microphone was obviously nervous. The paper he held showed signs of having been folded and refolded many times. But as he spoke, the listeners in the classrooms were not aware of his trembling hands. Rather they felt the sincerity in his voice as he appealed to them to "set a goal now—and start!"

It was the morning Think-a-Minute program in our junior high school. The boy was an eighth grade Speech student. He was speaking on a subject he had chosen from a class discussion on school problems.

Anyone who has dealt in open discussions of school and personal problems with teen-agers knows how much more quickly they respond to an appeal for improvement when made by one of their own group. It is this theory upon which we base our Think-a-Minute program.

The students talk from two to three minutes, after the daily announcements over the public address system. Following the talks, they may bow their heads for a moment of silent prayer, if they wish, during which time a record of organ music is played.

A program of this type can most easily be handled by the Speech department, as in our case, but could be a project in which English classes take turns being in charge. My procedure begins with a discussion each week, in one of my four Speech classes, of the current problems in the school and among students themselves. Two questions are used as a basis for the discussion: (1) What problems in our school could be improved or solved through student cooperation, and (2) what bad habits, common among teen-agers, should be worked on and eliminated?

We try to give the subjects decided upon catchy titles, finding that this motivates ideas. Examples of topic titles we have used are: "Keep Those Promises!" "Set Your Goal—and Start!" "Good Manners Aren't for Sissies," "Who Loses When You Cheat?" "Hold That Tongue!" and "Let's Break Borrowing." Sometimes we have talks on special problems that are current, such as running in the halls, too much paper on the

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playground, or too many late library books or lost textbooks.

A list of five or six titles is written on the board, and the students choose the one about which they feel most strongly. I encourage them to take only a subject about which they can be enthusiastic.

Each student is then given a mimeographed guide, containing the purpose: "To focus our thoughts for a moment on those things which can make our school and ourselves worth more to our community, and to further realizes that 'What we are to be, we are now becoming.'" Next, the two questions mentioned before are stated, for use in selecting subjects for a later assignment. Then the following:

Preparing to Write

1. Give your subject at least a day's thought. During this time observe the causes of the problem, the results. Think of what could be done to improve the situation. Discuss it with others and get their opinions.

2. State your subject in a simple sentence, such as, "Some students make themselves miserable all year by holding old grudges."

Writing Your Talk

1. The introduction: —should arouse interest, or, better, *grab* the attention of your listeners.

—may begin with: a startling statement, such as, "Lost! Never to be found!" (on losing opportunity)

—a question—"Did you see what I saw yesterday?"

—a brief anecdote, made up to describe a situation that the students will be familiar with. Using dialogue typical of teen-agers will make your talk "hit home."

2. The body: This is the "heart" of your talk. Make it beat! In two paragraphs, bring out two major ideas. For example, in the first one, show how the problem exists, through an

example or a brief story describing it. In the second paragraph, suggest how to improve or solve it.

3. The conclusion: Sum up what you have said. End with—a question, —a challenge, —an appeal that is sincere.

Things to Avoid

1. "Preachiness"—Don't tell students about things they should *not* do. Use a positive approach. Appeal to their pride, both in themselves and in their school. Show them *how* they can and *why* they should, through examples.

2. Writing in general terms. If you aren't careful, it will be easy to ramble. Be specific.

Rather than: "Mother's Day—a day for appreciation, thankfulness, reverence" Instead: "How many ways can you think of that your mother makes your life easier every day? Did you have breakfast this morning? Were your clothes clean and on hangers? How about supper tonight?" etc. See?

It is essential that the talks be kept brief and that they continually strive for originality, and, when possible, humor. We have found that these few moments of thought offer a wonderful opportunity for a sort of mass guidance, and, at the same time, keep those of us whose duty it is to guide, alert to the direction in which we are going.

Many things can be included in the successful home room—including practice in speech—to assure interest and meaningful participation and satisfaction.

Incorporating Speech Training in the Home Room

THE HOME OR REPORT ROOM offers a myriad of opportunities for the alert teacher of speech for teaching high school students to improve their speaking abilities. Enrollment usually ranges from twenty to fifty students. In most schools the homogeneous grouping as to class and age simplifies the teaching approach. The heterogeneous assortment of interests and abilities offers a challenge both to the teacher and to the boys and girls. Here we have the raw material, an active eager group, willing to learn, but somnolent, frequently discontented because "we never do anything interesting during home room period."

Perhaps because of time wasted elsewhere desperate attempts at some last-minute cramming uses up the home room period. Because of the lack of an interesting program students may avoid reporting to the homeroom until the last possible second and leave it at the slightest excuse.

An inventory of the room and its equipment reveals an adequate set of resources for effective teaching of speech. Rows of conventional seats and desks may be a hindrance in most respects but at least give reasonably comfortable seating arrangements. A newer school room blessed with moveable tables and chairs provides opportunity

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for countless furniture arrangements to suit the tasks at hand.

Locker space in the room may be useful for the storage of all sorts of equipment helping to avoid needless clutter of window-sills, furniture, or floor. Blackboards on two or three sides of the room are useful for displaying all sorts of information pertaining to speech work. Racks for maps and charts may be adapted for the display of pictures and diagrams to help the youthful speakers understand the teacher's instruction.

The bulletin board can easily be kept current with the wealth of information to be found in today's plethora of printed materials in both school and home. Having to share the room with teachers of other subjects merely gives more of a challenge to the teacher's ingenuity in use of the room and in conducting "human relations." Projectors, both still and motion-picture, are found in the room's locker space, or else are readily available by arrangement with the "office."

There may be both radio and television re-

ceivers, both frequently being available on more or less permanent loan from a local distributor. In Western Pennsylvania schools may earn a free television set by the sale of five hundred subscriptions to **PROGRAM PREVIEWS**, the publication of the educational station, WQED. An intercommunication system or telephone may be found near the front of the room.

A tape recorder is now readily available to many speech teachers at the price of a football uniform. On the window-ledge or teacher's desk students may find a display of speech books for ready reference. Besides its usefulness in teaching speech the equipment's ready availability for student use in odd moments before and after school may have a practical value in the reduction of tardiness and of problems of discipline. The shop down the hall may be a ready source of supply of lecterns and gavels, shelf brackets, or other special equipment for making the audio-visual aids more usable.

Minutes of meeting time in the home room are limited in number, broken in sequence, but adequate for the needs of a satisfying part of the school's speech program. In the morning a period of from ten to twenty minutes may be available three to five days per week. This may be lengthened if the time offered students for reporting before the "last bell" is well employed, preferably in the informal use of equipment or in the rehearsal of previously assigned speech exercises. Another five to ten minutes may be available during the noon hour.

Dismissal time may include an activities period of thirty to forty-five minutes or a mere five minutes for a hurried roll-check and the reading of announcements. In all, the available time may be a net of thirty minutes, as much as can often be found in a regular class period and not much more interrupted than some schools permit their regular periods to be.

An abundance of regular home room activities provide many opportunities for teaching students in developing better speaking ability. In Pennsylvania the school code requires devotionals, the reading of at least ten verses from the Bible, and the recitation of the Lord's Prayer. As a patriotic exercise everyone is required to pledge his allegiance to the flag.

There is never a dearth of announcements to be made, both those originating in the home room and those from the principal's office. Each change in season brings the opportunity for pep

talks in support of the varsity teams. Class plays and music events require persuasive sales appeals. Talks by the teacher in these cases are not always the most effective means of winning support.

In many schools a required homeroom "meeting" is held weekly. The rule may be docilely followed or the meeting may be a challenge to both students and teacher to use it as an enjoyable learning period.

What are the opportunities for student speaking and listening in the home room? Almost every session affords a chance to practice *Parliamentary Procedure*. The opening exercises permit study of how to *interpret* or *dramatize* some of the great passages of the Old and New Testament. How much more meaningful might the pledge of allegiance to the flag become were a study of how to interpret it be held in early September with some review following each month!

While announcements from the principal's office may seldom be written in deathless prose their effectiveness may be greatly enhanced through skillful *reading*. Chances for *public speaking* with talks of two to five minutes come almost at every session. Much of the ordinary room business can be so conducted with the teacher remaining on the sidelines as coach and source of information. The dozens of "drivers," the pep talks, and inspirational speeches are almost without number. Topics for *debate* and *discussion* grow naturally out of the school's activities.

The choice of a class ring, where to hold the Senior Prom, how to improve order in the school cafeteria are examples. Each has many sides and a wiser choice can be made if the wisdom of the students is employed to good effect in reaching agreement. In every one of these activities there is not only the opportunity but the duty of teaching students how to *listen*.

Parliamentary law requires that only one person may speak at a time. Competence in giving rebuttal speeches in debate rests upon one's ability to hear and understand what an opponent says as well as marshalling arguments refuting it.

The reading of announcements is effective only if students hear them. Informal tests may be used to learn how successful the reading has been. This method can hold attention far more easily and pleasantly than scolding. In the course

of a week's time it is possible for every student to have one or more opportunities to express himself vocally during a home room period.

An occupational hazard among teachers is that of becoming garrulous. Teaching speech in the homeroom can be a successful preventative, for if the students are to be encouraged to do the talking, there need be little for the teacher to say. To start, the students may be given much of the responsibility for conducting the home room activities.

By popular election a president and secretary may be chosen. Later, other officers may be needed. By careful coaching the teacher may help the president excel in leading the class in the conduct of room business. Under suitable supervision the secretary, preferably a business education major, can keep all room records, thus freeing the teacher for more important activity.

None of this will result in less work for the teacher but it will enable the teacher to do more effectively the kind of work for which he is qualified. Best of all a learning situation is established in which students are not only enabled to learn more but one in which the means of motivation are of a superior type.

At first there will be fumbling and loss of time. There may be evidence of disinterest on the part of those not directly participating. The teacher overcomes this by setting high standards of performance and by insisting upon adequate preparation and rehearsal. For the student who stumbles over the hard words in a Bible passage a session with the tape recorder may suffice.

A misadventure in leading a meeting can lead to a few sessions with a book on parliamentary law. Failure of a persuasive speech to sell any tickets for an operetta leads not alone to disappointment but to the search for a better approach in speech-making before the next performance.

And don't overlook the value of praise and commendation for those who are successful! A feature story in the student newspaper describing the activities in Room 216, with a liberal sprinkling of the names of student leaders, can help guarantee continued interest in the home room speech program.

By keeping the principal informed you help the students earn the right to his words of approval. He will welcome the offer of qualified performers to appear on the stage for assembly programs. By careful diplomacy other home

room teachers can be induced to suggest that exchange programs with their groups may be arranged.

Such a program for speech training as is being described cannot be read about one day and set in full operation the next. Care in planning must be observed with tentative small starts being made until a firm basis is established. In my own case I found that a two-year period was needed to bring a plan to complete fruition. Not only must the teacher overcome his own ineptness, pay the cost of false starts, but also ward off the danger of social disapproval of students and colleagues.

The proposed speech activities for a semester need to be carefully planned. An important part of the planning is the enlistment of student help. When encouraged to talk, high school boys and girls are quick to tell of their speech needs. In anticipation of special events in school and community a flexible outline will be made.

In the actual conduct of a home room program for the teaching of speech a departure from regular routine will not only be necessary but a welcome form of variety. Having students write the Lord's Prayer and flag pledge can quickly check on the accuracy of learning. It's not unusual for a high school boy to be found writing, "I pledge a legion—" In practice sessions discussions of meaning, pronunciation, phrasing, and articulation are quite suitable. Rehearsal for reading announcements will stress speaking for comprehension with quick tests to see how well the listeners heard and understood. Inattentive listeners will learn after a few sessions of speaking how distracting are the whisperers, the window-gazers, and the sleepers.

The writing of brief bylaws not only is a valid student exercise in parliamentary law but can serve well in helping the students conduct their own business. Adopting of Robert's RULES OF ORDER (REV.), or other good text, as an authority can help resolve conflict. The use of a parliamentarian, with teacher as a final arbiter, is strongly recommended. Through actual practice participants soon learn that observance of parliamentary law is not a hindrance in accomplishing work but that it is but a logical means of guiding people in their more formal social relationships.

As content for room programs students may be inspired by the imminence of a holiday and

prepare suitable readings or dramatic skits. The question of a local bond issue may be a timely study for debate and an especially effective type of topic showing the need for selection of sufficient and accurate evidence.

As an outgrowth of the home room speech activities radio or television programs may be planned. Few local stations have any objection to airing student shows and most of them welcome a public service show from the high school, particularly so if there is a good chance for its becoming a regular weekly feature. Here is another way for motivating students and in honoring the superior work which they are led to do.

Some precautions are needed. The teacher needs to be available when students need him—from early morning until late afternoon and frequently in evenings and on week-ends when he can be reached by telephone. The usefulness of the classroom for rehearsals will be determined by the number of hours daily when it is unlocked and its equipment accessible. (Yes, furniture may be disarranged and equipment put out of adjustment. Currying the janitor's favor can enlist his support. Deterring students from learn-

ing can result in greater loss than damage to building or furniture.)

Because of numerous interruptions in the schedule the blackboard and other visual aids need to be constantly used as silent teachers. Much constructive criticism will be needed. Here is a real need for diplomacy on the part of both students and teacher for speakers need the friendly advice and criticism of all of their associates. A card file for each student with much pertinent information on it can easily aid a flagging memory and make the teacher's comments more purposeful.

Teaching speech in the home room can be an entering wedge for the speech program in a high school where no formal speech classes are held. The activity can be a supplement to the regular speech classes in the more progressive school. Improved cooperation with other phases of the school organization can be brought about. Above all, students learn to speak understandingly. As a reward for the teacher's wrinkles and gray hairs there is a respite from the dullness of a perfunctory performance of home room exercises and duties.

Competency and efficiency in promoting meetings for high school groups can be materially accented through the use of training courses for student officers.

Our Officers' Training Course

THE STUDENT COUNCIL of Topeka High School decided that the school officers and those of the various clubs need to be informed of their duties as officers in order to assume their responsibilities toward their organizations; and the Council members felt they could perform a real service by giving these officers a training course to better acquaint them with their jobs.



Session of Officers' Training Course

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The plan for this project originated with some of the members of last year's Student Council who had been re-elected. They realized that the Council and other school organizations could operate more effectively if the officers received some preparation for duties that they themselves had to learn to perform from experience.

When the project was introduced to the Student Council, it was received with enthusiasm. The President served as general chairman and appointed a committee to plan an outline of the material to be covered in each session and to work out the mechanics of its organization. The committee sent letters to the sponsors of all the

school-sponsored clubs telling the purpose of the course and asking their cooperation.

After receiving encouraging replies from eighteen of the twenty clubs contacted, the committee sent invitations to the club presidents and the Representative Council, and put announcements in the daily bulletin giving the time and place of the sessions. The school newspaper carried several articles publicizing the course and giving detailed information about it.

The Officers' Training Course was organized to cover the material most helpful in teaching the responsibilities of an officer and how to carry out his job most successfully. The material the Council wished to cover was divided into the four main objectives of the course: (1) To teach the rules and practical application of parliamentary procedure so that it can benefit, not hinder, a meeting; (2) To impress upon officers their responsibilities as leaders and to familiarize them with their various duites; (3) To teach methods of establishing and organizing effective clubs, councils, and committees so they can carry out their purpose most successfully; (4) To teach the students how to organize and lead a discussion.

The course was conducted in the fall of the year, quite appropriately soon after the school elections. The sessions were held for four consecutive days during the regular activity period.

Attendance was compulsory for all Student Council members and recommended for the officers of school-sponsored clubs and the members of Representative Council. Any other students who were interested were invited to attend. The students present later reported to their home-rooms on what they had learned in the course.

The committee needed four people to speak at the sessions of the training course and wanted those who were particularly noted for their work

in the fields that dealt with the training of good officers. Miss Gertrude Wheeler was chosen to speak on parliamentary procedure because she teaches it in her speech training class and is quite familiar with it. To speak on the functioning of committees, Dr. Perdue Graves was chosen. Dr. Graves has organized many committees for civic activities and is considered the outstanding "committee man" in the community.

The duties of club officers was discussed by Mr. John Neff who is the sponsor of our Representative Council and has worked with officers for many years. The committee felt that he would know exactly what constitutes a good officer. Mr. Owen Henson, Topeka's teacher who was awarded the honor of studying at the United Nations the previous year, was chosen to speak on the subject of leading discussions. He was well-prepared for the job by his work with discussion groups on the United Nations. The Student Council's sponsor, Mr. J. M. Hill, helped and advised the committee members in carrying out this project.

The sessions were opened by the President of Student Council, Carter Umbarger, who made announcements and introduced the speaker for the day. Each day, mimeographed sheets of information on the subject which was to be discussed were handed out to everyone present as an aid to discussion and for later reference. The material used by the instructors was: *Robert's Revised Rules of Order*; *Parliamentary Law at a Glance*—Uher; *Sturges Standard Code of Parliamentary Procedure*; *Committee Common Sense*—Trecker; *Handbook of Group Discussions*—Wagner; and *The New Better Speech*—Weaver and Borchers.

The first day the students studied parliamentary procedure. In addition to the general presentation a movie was shown which explained the proper order of business and defined a main motion and an amendment to it. The information sheets dealt with methods of introducing business in a meeting.

The second day was a review on the duties of the respective officers. It was pointed out that all the officers of a club must work together for its success but they can operate more efficiently if each officer knows his special duties and how to carry them out.

The third day the students were given suggestions on forming committees to do particular jobs. Because committees in an organization



Training Course Instructors

can carry out its most important functions, the instructor showed how important the selection of a good chairman and committee members is.

The last day was an outline of different types of discussions and ways to organize and lead them. The students learned that a discussion leader must direct the thought of a group to the main topic but also encourage members to express their own opinions.

The success of this course was very encouraging to the members of the Student Council since all who participated seemed to have benefited from it. Clubs and councils throughout the school have been able to function more smoothly because of the training their officers have received. The student participation was excellent and is expected to be even better in the coming years.

Publication of a school newspaper, yearbook, or magazine, including writing, business organization, and other operations involved, provides good training.

Publishing and Promoting a Literary Magazine

COLLEGE ENGLISH TEACHERS may often feel the need for a literary magazine at their school which will reflect the thinking and attitudes of the current crop of students and act as a vehicle of literary expression for their writing students. But for some reason or another the project is never undertaken, and the English teacher may come to feel that there is no hope for achieving success in such a venture.

If the teacher's thinking has reached this point or if the idea of a literary magazine has never been seriously considered before, perhaps the experience of the *Century*, a literary magazine which is published at Carroll College in Waukesha, Wisconsin, will serve as an inspiration as well as an experimental case, showing how a literary magazine can be begun and promoted at a small college.

In the spring of 1948, Miss Viola Wendt, English teacher at Carroll, presented the idea of starting a literary magazine to her Advanced Composition classes. Most of the students soon agreed that they would be willing to do whatever work they could to enable the first issue to be successful, and the school administration indicated its willingness to defray some of the publishing costs.

Students from the two composition classes comprised the staff for the first issue, which was to be a mimeographed one. They were organized upon a temporary basis with some acting as the editorial board, while others handled the copy-reading, proofreading, and typing.

Selecting a name for the publication was an important problem at the beginning, for the staff

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knew that it would be almost impossible to change—once the magazine was established. But after discussing the possibilities of several other names, the name, the "*Century*" was finally agreed upon.

Contents of the first issue were chosen chiefly from the work done in the composition classes during the 1947-48 school year. The main idea was to get published, but care was taken to make certain that the editorial policy and tone of the first magazine would set a good precedent for the future. Although only mimeographed and covered with a cheap paper cover, the first issue was an immediate success at Carroll, and the costs of publishing were met by the sale of copies to Carroll students for fifty cents.

From the beginning, the policy of the *Century* was to publish student papers, either done inside or outside of composition classes, which were in good taste and well-written. No restrictions were placed on literary form, although short stories were the longest pieces published. Thus, prose and poetry, humor, description, narration, argumentation, and vignettes as well as book and movie reviews found their way into the magazine.

Of course, in the process of selecting material for publishing, the editorial staff thought of its patrons, the Carroll students, and whatever was chosen for inclusion in the magazine had to

meet the test of whether other students would be interested in it.

In the fall of 1949, after the success of the first issue, a regular staff was organized for the *Century* and given equal status with the staffs of the school newspaper and yearbook. The decision was made to have the magazine printed, using good quality paper of the slick type and a sturdy cover. Arrangements for this work were made with one of the town's printing companies which also printed the school newspaper.

Arrangements for art work were made with the art department, and besides contributing illustrations for the written material and cover, the art students had several pages turned over to them so that their work could be reproduced also.

Three issues were published in the 1948-49 school year. In different issues, then and later, experiments were made with regard to the size of the magazine, the printing type and the lay-out. Other changes were made with regard to price and staff organization when the need for these changes was felt. For instance, although the first two issues were $8\frac{1}{2} \times 11$, experimentation showed the $6 \times 9\frac{1}{2}$ size with 32 pages was more popular and more in line with current school literary magazine styling. Also, the price was reduced to twenty-five cents, with the school contributing to the costs of publication where the incoming revenue did not cover expenses.

However, in the six years of publication, the *Century* has not deviated from its original purpose. Although there is a definite limit to the amount of student writing which it can publish, the magazine has served to reflect the current thinking of Carroll students and to give encouragement to student writers by publishing the best which they produce.

Now that an overall picture of the *Century*'s purpose and results has been given, it might be well to look more closely at how the staff was organized and functioned and how the magazine was promoted in the school.

The first full year of publication was undertaken with an editorial board of six students. Chosen because of their interest, ability, and experience in publications work and writing, these editors determined what material was to be selected for inclusion in each issue and what the other policies of the magazine ought to be. From this group one person was elected chairman, and it was his duty to call the meetings of the board and preside over them when they were held.

Manuscripts for publication were obtained in two ways: (1) English teachers were encouraged to watch for possible contributions from their students from work done in the classroom; and (2) anyone who liked to write could submit material. After direct identification (i.e., names) had been taken off the manuscripts, the editorial board read each one and argued the merits and possibility of publishing the various papers submitted. (The English teacher adviser was consulted in regard to the technical writing problems involved in each paper.)

Usually a number of meetings had to be held before the publication of each issue to determine what was to be included and what had to be left out. If there were manuscripts which could not be eliminated by general consent during the discussions, a vote was taken to determine which of the papers would appear in the magazine.

The board was always alert to the possibility of having a certain theme followed in part of the magazine if the material at hand lent itself to such handling or if some person could be found who would be interested in doing an article on a selected subject. For one issue it was decided to ask a faculty member to contribute an article which would be of current interest in the field of economics, while in another issue there was a literary symposium on fishing.

Other staff members were organized as copy-readers, proofreaders, make-up people and business and publicity people. Each group had a chairman who was responsible for getting the work done. The staff worked willingly, because the students were interested in getting the experience afforded by this magazine work.

The teacher may wonder where he will be able to find people who are experienced enough to do this necessary work. At Carroll it was found that students who had had varying amounts of experience on other school publications volunteered for work on the *Century*. Even in cases where these were not enough, however, students who were anxious to learn volunteered, and they caught on to the knack of their job after one issue or so. No one had too much work to do, but if someone wished to learn several phases of magazine publication and production, he certainly had the opportunity to do so.

Taking care of the money and the books and supervising the sale of the magazine after publication day was the job of the business staff. The business manager, himself, contacted the

printer before each issue to make arrangements for printing the magazine. He also determined how much could be spent for the various needs of the publication.

The publicity or promotion staff was very important, especially during the first year. It was their job to make Carroll students aware that a new magazine had been born. This task was accomplished by securing publicity in the school newspaper, running ads on play programs, putting posters up around the school, and even presenting a broadcast over a local radio station. Each campaign was stepped up before the publication of a new issue was due.

Of course, incentives and rewards were provided for staff members as on any other school

publication. As mentioned before, the staff was given the same status as the staffs of the newspaper and yearbook and received the same awards at the end of each year. Also, there was the possibility of promotion to the editorial board or chairmanship of a part of the staff as students graduated.

Publishing the *Century* was conceived of as being as much of a training ground for Carroll students as was the college itself. Operations on the publication were conducted similar to operations on any other professional publication of equal size. Some of the students who graduated from the school and the magazine staff have continued their interest in writing and one of the editors went into editorial work.

Participation in the various extracurricular activities, in co-operation with regular academic offerings, is necessary to promote a balanced education program.

Should We Restrict Student Participation in Activities?

ONE OF THE PROBLEMS that usually confront administrators each year when viewing his activities program is the question of to what degree should students be restricted from participating in school activities. The problem usually arises when the administrator seeks an answer to the following questions which are posed year after year.

1. Should students who are failing academically be permitted to participate in activities when they might well use that time for supervised study?
2. Is it fair that athletes be required to maintain passing grade or forfeit the right to participate in athletics when the same does not apply to non-athletes who are failing yet are permitted to engage in school activities?
3. Should we permit those students who carry a heavy academic load and who usually are also the most active participants in activities to also carry a heavy activity load?
4. Should there be a limit to the number of activities to which a student may belong or can join?

The writer has heard these same questions posed again and again by teacher and administrator at summer school sessions and particularly at educational conferences which the writer attends each year either as a leader, consultant, or observer. Some observations acquired, over a period of years of dealing with these questions follow.

The writer does not believe failing students

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should be prohibited from belonging to an activity. In an activity of his choice a failing student may find some phase of school life where he will be successful and feel he is somebody and belongs. For example the writer recalls a student who was very interested in radio. He joined the radio club in school. Academically he was a poor student. Yet, during World War II he held a responsible job with the Navy as a radio operator-maintenance man on a carrier. Upon discharge he opened his own radio shop and conducts a successful business.

Many surveys have been made in reference to how much use do students make of their study periods. Over 60% of the students reported they did not use the period for what they were intended. Surely the readers must have observed similar things in their schools. The failing student thus may be better off in a club where he is doing something worthwhile.

The writer recalls conducting experiments where failing students were withdrawn from their club and assigned to supervised study halls for

the purpose of improving their grades. Frankly, it was not too successful in that the students did not improve their grades and second since they had been removed from one of the pleasant experiences they were enjoying in school it affected their general attitude in the study hall.

In interviewing hundreds of students leaving school before graduating the writer discovered about half of them belonged to a club. Most of them reported that among the things they enjoyed in school was the school activities program in which they participated.

There is every indication that frequently the poor student is encouraged by his club sponsor to exert more effort in his studies. Frequently, tho, you do not find the majority of failing or poor students belonging to a club or even displaying much interest in a club. If they do, however, show interest and encourage them to join. It may affect their entire school life for the better.

Frequently, some activities offer more to a student than a classroom subject. It is also a well-known fact that just because a student fails academically this does not mean he will be a failure in life. This has been proven many times over and over again.

Coaches usually are the ones who pose the question why athletes are discriminated against by being required to maintain passing grades in order to participate in sports. They will usually point out for example that the members of the band are permitted to participate in band activities regardless of their academic standing. Other coaches use other examples to press their point.

While the coaches have a point they must remember that this requirement for athletes was established by the state high school athletic organization in order to curb unethical and unsportsmanlike practices which were occurring. For example without these restraints many athletes would attend school merely to play sports then drop out of school at the close of that particular sport season and return again the following year.

Other athletes were brought back to school mainly to play sports and then leave before graduating. Students of this type usually posed a serious disciplinary and moral problem for the school and the administrator.

Perhaps many readers may still complain that the athlete still gets preferred treatment in many schools today.

Coaches can probably exert the great influ-

ence on their players through example and conduct which will encourage the athlete to put his best efforts forth. The writer knows from experience that very few schools fail students who at least make an effort to accomplish academic work. This would also apply to the athletes who are poor students.

The writer firmly believes that students participating in athletics poses a different problem than in other school activities for the same reasons given above.

The coaches may point out that some athletes who are poor academic students later will probably make a better livelihood in professional sports than the other students in their fields. To this the writer will agree to a certain degree, but he would like to know proportionately how many? It is a well-known fact that many college coaches will pass over an athlete with a poor scholastic record because they know they are a poor risk.

In the experience of the writer the greatest and most active participants in the school activities program are usually the students who carry the heaviest academic load. These students usually belong to as many activities as they have room in their schedule. The writer doubts the wisdom of this practice inasmuch as he has observed many of these students continually rushing about here and there. This causes nervous exhaustion and tiredness.

In addition, usually, many of these same students are also engaged in out-of-school activities. Many parents have complained about how much the school monopolizes the time of their children. As a solution to this problem the writer recommends that these students be limited to two clubs or activities a semester with the privilege of joining two other clubs at the change of semesters.

By introducing this change it is possible to offer more students an opportunity to belong to clubs which formerly were monopolized by the so-called academically minded students. In addition you will lighten the load of many students who are exhausting themselves physically and mentally.

In every school there are students who are known as "joiners." They join or belong to every club that exists. Many of these joiners, study will show, are poor club member risks or contributors to the club program. Thus the writer approves the method where a sponsor has a great deal to say in deciding who may join her club.

She will soon get to know who the "joiners" are and eliminate them. Thus, should students be allowed to join as many clubs as they desire the writer would reply restrict them to two clubs or activities as described above.

Much information, experience, and training are acquired by students participating in a school club that is rather unique in its organization and activities.

Our Conservation, Fishing, and Hunting Club

THIS CLUB WAS ORGANIZED during the 1938-39 school year at the Franklin Junior High School in Aliquippa. Its beginning was the result of a conservation project—predator control, the eradication of water snakes in Service and Traverse Creeks. Sixteen junior high school youngsters destroyed 1,358 of these predators during a two-year period. Medals were conferred by the Pennsylvania Fish Commission to the boys and girls who killed ten or more of these predators. The need for cleaning up these two streams was to insure better trout fishing and to protect the natural feed in these streams from these predators.

From these humble beginnings in 1938, the Club now has a roster of 224 members, all students in the Aliquippa High School. There are 166 girls and 58 boys in the Club for this school year of 1954-55.

The Club is open to any high school boy or girl who subscribes to *Outdoor Life's* Conservation Pledge, which is: "I give my pledge as an American to save and faithfully to defend from waste, the natural resources of my country—its soil and minerals, its forests, waters, and wildlife."

The purpose of the club as written by the Club members is as follows: "The purpose of this club will be to subscribe to *Outdoor Life's* Conservation Pledge; to promote interest in, and an appreciation of Conservation, Fishing, and Hunting; to promote and to maintain high standards of sportsmanship among all members of our Club; to know and to observe the Commonwealth's Fish and Game Laws; to learn, to practice, and to teach Conservation, so that the high school boys and girls of tomorrow may enjoy the sport that is ours today; to become sportsmen, you must first be a good sport; to

With heavier enrollments predicted which will swell the already overcrowded conditions in schools the administrator may find some solution for his activities program in the above mentioned suggestions.

LAWRENCE F. BLANEY
Aliquippa High School
Aliquippa, Pennsylvania

always respect the rights of others; to fish and to hunt for the pleasure that is derived from these two sports, and *not* to see how much you can catch and kill; to be careful of fires at all times; never destroy trees, shrubbery, or cover along our stream; to always respect the rights and the property of our farmer friends when fishing and hunting; don't be a "litterbug;" to practice good citizenship at all times and to live the Club's motto at all times—the 3 R's—Respect, Rights, and Responsibilities."

Because of the large membership in this Club, most of the work in directing the Club's activities is now being done through an executive board that meets twice a month on Tuesdays at 7:00 p.m. preceding the regular Thursday meetings which are at 7:30 p.m.

In addition to the usual officers, there is a sergeant-at-arms, reporter, chaplain, class secretaries, and typists for the Club's Bulletin. Its committees are Public Relations and Publicity, Finance, Education, Social, Archery, Boys' Junior Rifle, Girls' Junior Rifle, Bucktails, and Outdoors. The sub-committees of the Outdoors Committee are Mill Creek Project, Feeding of Game, Tree Planting, Trapping of Rabbits in Boro of Aliquippa, Predator Control, and Bird Sanctuary at Woodlawn Park Cemetery.

The officers are elected by the entire Club membership. The Vice-President succeeds to the Presidency at the beginning of the second semester. The retiring President becomes the 1st Vice-President. The other officers are elected at the beginning of each school year. Class recording secretaries and typists are appointed at the

beginning of the year by the President and the Club Sponsor. Committee assignments are made by the President and approved by the Executive Board. The Board initiates policy and presents that policy and program to the Club's membership for approval or rejection.

Activities of the club are:

1. Designed Club emblem, membership cards, and letterheads.
2. Organized materials for a scrapbook of the club's activities and sent the scrapbook to the Committee on Awards as our nomination for one of the Nash Conservation Awards. Aliquippa was the only high school in the United States to receive one of these ten awards, given in Washington D.C., on January 7, 1954.
3. The Club has conferred 126 Honorary Life Time Memberships to public officials; conservation agencies; writers; Fish and Game Commissions; Service Clubs; Sporting Clubs; and private citizens, who likewise believe in the need for Educational Conservation Activities.
4. Officers of the Club have been guests and speakers at Sporting and Service Club banquets.
5. Constructed feeding shelters and provided cover for Quail and Wildlife in 1953-54. Members used 500 pounds of corn and scratch feed for this project. The Aliquippa Bucktails paid for the grain.
6. Planted 200 Willow tree cuttings along Traverse Creek in the Raccoon Creek State Park in March 1954.
7. The Club prepared a bulletin and sent out 150 copies to organizations and individuals who have helped and who believe in the program. This was the Club's first attempt at this type of public relations.
8. In 1953-54 the Club enjoyed 16 movies; 1954-55 they will have seen 25 movies. The movies reflect the purpose and the ideals of the Club.
9. The Club has selected for their official song "The Place Where I Worship."
10. Twenty-five boys and 17 girls are enrolled in the Junior Rifle classes at the Bucktails Shooting Range. Boys' instructions are at 6:30 p.m. and the girls' instruction begins at 7:30 p.m. every Monday night. There are 38 boys and 22 girls enrolled for classes in archery at the Bucktails Lodge.
11. Winter feeding of game begins as soon as the weather necessitates. We put out 300 to 500 pounds of corn and scratch feed and have constructed an additional feeding shelter for quail.
12. Details involving the Songbird Sanctuary in the Woodlawn Memorial Cemetery are now being worked out with the Committee, and Mr. T. O. Hornstein.
13. Winter trapping of rabbits in the Boro of Aliquippa for the Game Commission begins as soon as Mr. McGregor, Pennsylvania Game Protection, authorizes.
14. Predators have been destroyed since school closed in June 1954. Trapping of foxes begins after the close of the small game season.
15. Distributed to all the Junior and Senior High School students in Aliquippa, Hopewell Memorial, and to the two Parochial Schools, 5000 copies of Gun Safety Literature through the courtesy of SAAMI's Sportsmen's Bureau, Mr. Harry Hampton, Jr., and Mr. Jim Dee, Field Representatives.
16. Distributed 500 copies of the instructions for the National Wildlife's Conservation Essay Contest to the above schools.
17. The Club has directed letters of censure, under the signatures of both the President and the Sponsor, to

President Eisenhower, Secretary of the Interior Douglas McKay, Secretary of Agriculture Ezra Benson, and to Senator Edward Martin, for their support, specifically, of this following Anti-Conservation legislation and programs:

1. The Tidelands Oil Bill
2. The Aiken Bill S-2548—Stockmen's Forest Grazing Bill
3. Rouge River National Forest
4. Cumberland National Forest in Kentucky

A letter of commendation was directed to Senator James H. Duff who had the courage of his convictions to vote *AGAINST* this Anti-Conservation Legislation.

18. The Club was the guest on "Teens, Inc." WQED's-TV, Teen-Age Program at 7:30 p.m. on Wednesday, December 15, 1954.

All boys and girls are interested in outdoor life. Here is a club which capitalizes this interest through a great variety of intriguing and educationally profitable activities.

What You Need

"HIT-A-HOMA"

Baseball, like many sports, has a lot of practice problems. Coaches and athletic directors agree it's difficult to simulate situations of actual plays—especially batting—without using a large area, a number of players, or expensive special equipment.



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Batting with "Hit-A-Homa" is as safe as a home run for youngsters and grown-ups. There's no more worry about broken windows and "sore arm" batting practice pitchers. One player is all it takes to give a whole team plenty of batting practice—because nobody is needed to "shag."

"Hit-A-Homa" is a top quality product. The ball itself has a tough genuine horsehide cover that will endure through thousands of hits. The rope is guaranteed not to pull out even under a long "slug-fest." The retail price is \$2.98. "Hit-A-Homa" can be secured from HIT-A-HOMA, INC., P.O. Box 30, Hinsdale, Illinois.

ASSEMBLY PROGRAMS

for September

Success in assembly programs for September depends on careful organization. The director can not succeed alone. Cooperation from the principal, students, and faculty is essential. Assembly committees plan and execute the program.

When one attempts to do all of the planning, failure is inevitable. Criticism is evident and discipline problems multiply. A committee helps produce, plan, and arrange the program. The common fault is that sponsors try to do all of the work alone.

The other extreme is inevitable when students do all of the planning and forget the educational values. An assembly program needs good planning; it must have a purpose and criteria for judging the results.

Seating Arrangements

Seating arrangements in the assembly are directed by the principal. Many seating arrangements are outcomes of customs or tradition. Senior or ninth grade boys are seated directly in front of the stage. This arrangement permits the hecklers to unite and problems multiply.

A mixed group of students seems to be the best plan for the curriculum assemblies. Boys and girls are seated in separated sections for the pep assemblies only.

Many schools have plans for seating by home rooms. However, a cooperative plan worked out through the student council is successful.

In seating arrangements, in the new Enid High School auditorium, students expressed the desire to be seated with boys and girls in separate sections. Mr. D. Bruce Selby, principal, designated that the center section be divided; one-half to be reserved for senior girls and the other for the boys. Junior girls were seated directly behind the senior boys with sophomores mixed. Since pupils desired this plan, the group has had superior audience manners.

Organizing Assembly Committees

Organizing implies arrangement of work delegated to persons cooperating to attain a specific goal. Procedures differ according to size, locality, and facilities of the school. Some principals appoint faculty committees in the spring. Others organize in the fall. The ideal faculty guidance committee is composed of teachers from the fol-

lowing departments: speech, music, art, journalism, physical education, and sponsor of the student council.

The speech teacher acts as chairman. As director of the equipment stage and dramatic programs, this teacher, assisted by the pupil committee, can aid sponsors in presenting assemblies. The best characteristic of this person is the ability to delegate authority and to get effective cooperation. This is difficult to attain if the teacher is over-loaded. If the school has no full time speech teacher, the principal sometimes is chairman or the teacher of English is given the responsibility.

Art teachers assist in printing signs and painting scenery and properties. The journalism teacher works with the students on publicity. The physical education teachers direct drills, dances, and folk games.

At the first faculty meeting, the committees are placed on faculty bulletins. Later in the week, the principal calls for a committee meeting. A plan of action results.

The principal states the time, length, and the day of the week, for the assembly. His decisions are based on knowledge of what is best for the school.

The first and last hours of the day present the greatest problems to directors. The first hour causes "ennui" and apathy toward the program and school work. Discipline problems sometimes flare up in classrooms; nobody wants to work.

When the assembly is scheduled at the end of the day, the audience wants amusement and entertainment. The average listener thinks, "Let's get this thing over, so we can go home." However, there are exceptions and a regularly scheduled assembly following the second or fourth period on Wednesday or Thursday presents less problems and gains wholesome audience responses.

According to some authorities, mankind wants protection, possessions, social acceptance, and sensory stimulus. Aristotle's Rhetoric lists

READ! **THINK!** **STUDY!**
Believe! *Evaluate!* *Utilize!* *Test!*
EXAMINE! **INVESTIGATE!** **ACT!** **ASSIMILATE!**
Keep! **APPLY!** **TRY!** **Patronize!**
SCRUTINIZE! **BUY!** **ACT!** **BUY!**
DELIBERATE! **Be Glad!** **BENEFIT!** **Thrill!**
REJOICE!

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20"	3.25	3.45	3.55	3.95	7.20
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seven elements of happiness. He includes friends, high birth, wealth, and long life. In order to secure superior results these "springs of action" must be used by speakers and directors. This philosophy makes it imperative that different types of programs be presented and the purpose kept clearly in mind.

Several types of programs include:

1. Pep Assemblies.
2. Problem-solving discussions and programs.
3. Special guest speakers.
4. Informational programs.
5. Entertainment.
6. Special Day Observances.
7. Rally or Special Drive Programs.

After the committee has inaugurated the procedure, the principal briefly outlines the plan to the faculty and introduces the chairman. A tentative calendar of dates is set up. All special day programs are listed. The chairman then contacts the teachers or department heads for presentation preferences. Sponsors of organizations who desire an assembly date are consulted.

In addition to presenting the formal openings, the student council conducts a survey on hobbies of students and teachers. A special talent committee keeps on file the names of students who are willing to perform.

After the assembly calendar is planned, revised, and approved by the principal, a mimeographed copy of the schedule is given to every teacher. This plan minimizes errors, ignorance of dates, and conflicts.

CITIZENSHIP DAY ASSEMBLY Student Council

Suggested Scripture: Luke 20:19-26

Citizenship day comes on September 17. A simple, impressive program can observe the basic aim of education—that of educating children to be good citizens.

A simple program is suggested by the United States Department of Justice, Immigration, and Naturalization in its **Citizenship Bulletin** available at 19th and East Capital Streets, N.E., Washington 25, D.C.

Program for Assembly

Introductory Remarks—Administrator.

Song: "God Bless America."

Quotations from leading statesmen or documents of the U.S. are given by students.

Song: "America the Beautiful."

Address by a prominent citizen is given about "The Constitution and the Citizen"; "Your Rights and Responsibilities"; "The Meaning of Freedom."

A short dramatization based on Americanism theme or historical events is presented. This

may take the form of series of short talks by students on "What My American Citizenship Means to Me."

Pledge of Allegiance.

Song: "Star Spangled Banner."

The purpose of this program is to inspire; but the observance should be carried out in home room discussion and perhaps another assembly program will be desired.

Many organizations have winners who will appear on this kind of program. The Junior Chamber of Commerce, sponsor of the Voice of Democracy contest, has recordings of winning speeches. Speakers are available from the American Legion's Annual oratorical contests on the Constitution.

"O'er the Ramparts We Watch," can furnish a good theme for dramatizations of the "Star Spangled Banner." A brief history of the "Pledge of Allegiance" is appropriate. Sound records will aid in creating atmosphere.

Boy and girl delegates from Boys' State and Girls' State may be honored on this assembly.

WELCOME ASSEMBLY

Student Council

Suggested Scripture: Luke 2:42-52

New students need to feel welcome to the as-

sembly. Over one-fourth are there for the first time. The Welcome assembly is a cordial reception for new students and teachers.

A speech is a formal greeting. It signifies the reason for the welcome. Why the welcome is given is the second part. The third part contains reasons for extending the welcome. These divisions may form the nucleus for the assembly program.

A skit can show how to be happy at school. Welcome addresses from officers of each organization will provide novelty. A stunt from each activity emphasizing the word "Welcome" will prove entertaining. Representatives of the new students and faculty members should give the response.

Students who have gone to school in foreign lands or the farthest distance are featured on the program. Several may be talented. A large welcome mat may be presented for the closing number.

A large picture frame may be placed on the stage. As each group speaks he places a part of the picture in the frame. When the last group speaks for the newcomers, he places his part in the picture; it spells "welcome" or "success." Sometimes, the picture is the school.

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Your group can raise all or a major portion of its money needs for its program or special project.

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Drama or Choral Activities
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Teachers—Want to Supplement Your Income? Write Picto-Soap Co.

HOWDY ASSEMBLY Student Council

Suggested Scripture: Luke 10:29-36

This assembly climaxes Howdy Week. The purpose is to overcome the opening daze. Parodies for howdy songs are written and presented. Original poems and speeches of welcome are given by spokesmen from each class. Special features of the class as having largest enrollment, outstanding students, and achievements are mentioned.

Each representative introduces the newcomers, the tallest, and the shortest members, and adds other comedy features. Care should be used in introducing and mentioning pupils with physical characteristics. The sponsor should use discretion and be sure to talk to the student or teacher before he is presented. Sometimes persons justly object on being mentioned for having the loudest ties, biggest feet, or broadest smiles, but most of the group will contribute to the merriment if they are properly approached.

The event is climaxed with the presentation of the friendliest boy and girl from each class.

Various methods are used in selecting. New employees sometimes cast the votes in home room balloting. Others nominate and the entire school body votes.

During "Howdy Week" everyone wears small triangular badges. The wearer's name is written across the top. The badges are always printed in school colors.

Skits may be presented to show how discourteous to newcomers hurt everyone. Students are encouraged to write original contributions.

CIRCUS ASSEMBLY Talent Scouts

Suggested Scripture: Matthew 5:13-17

The three ring circus can emphasize the talent in school. Each class committee must be responsible for three numbers showing different talent. Timing is limited to fifteen minutes.

The emcee is dressed as a ring master and announces the numbers. All the participants are seated in three rings and seated on the stage. The sophomores are first since they are the newcomers.

At the beginning the group parades to the stage. The number "I Love a Parade" is appropriate.

Roller skating acts, clown numbers, bicycle tricks have been given. A trained dog was also presented. Indian songs and drills make good numbers. Modern songs, as well as old ballads, can be used.

The band may play an opening number in order to create atmosphere. A circus band is enjoyable. Costumes do not need to be elaborate.

The suggestion is a novel way to present a talent assembly.

OUR SCHOOL ASSEMBLY Social Studies Department

Suggested Scripture: II Timothy 2:15-16

This assembly is suggested for the climax of a unit on the history of the school. The pupils will be required to search for facts from citizens, records, and periodicals for local history. Plans are made with the group in order to avoid duplication. It should be divided into four parts: early beginnings, buildings, enrollments, outstanding alumni. Presentation of the old-fashioned classroom of the Gay Nineties will give a comedy angle.

Old school grads can give memories of days beyond recall. The history of school songs, the yearbook and customs can be introduced. "What Our School Costs" is a good theme for a skit presented by the Math department.

"What We Like About Our School" is the theme used to bring in activities for the coming year. Committees from various groups may have five minutes to sell their organization to the group.

Colorful murals may be presented showing changes. Continuity depends in showing pictures of each decade. Too much material will tire the audience. Should this happen, a committee of pupils can select the best for presentation.

READIN' RITIN' and RESPONSIBILITY Speech and School Clubs

Suggested Scripture: Luke 2:41-50

An old time school assembly, the teacher rings the bell and school opens. They sing "Little Red School House" or "School Days." Slates are made from black paper.

Readin' consists of reading tongue twisters which the students enjoy selecting.

Geography is done by each student writing a letter on his slate. The teacher calls out "rivers." Each one must name a river beginning with the letter he has written.

Recess is a folk-game or dance. A school trustee may present prizes for various accomplishments. Cardboard tags or flashy certificates may be used. The trustee then acts as emcee for the modern students to speak about the responsibilities of today. A representative of the Honor Society speaks on scholarship. The student council representative enumerates the responsibilities of that organization. These speeches should be limited to three minutes. Not more than four speeches should be given on this assembly.

The committee can decide what group can be represented. A school can vary this suggestion by using the "Old Woman and the Shoe" as a theme.

News Notes and Comments

Educational TV Programs

Educational television programs will be made available for 16mm. use by adult and other groups through an arrangement just completed between Indiana University and the Educational Television and Radio Center (ETRC), Ann Arbor, Michigan. Distribution will be handled by the National Educational Television (NET) Film Service. NET will be a part of the Audio-Visual Center of Indiana University.

Under terms of the agreement, NET Film Service will serve as the national center for non-television distribution of educational program materials produced by the ETRC. Programs will be distributed on a rental and on a sale basis. The Film Service will be a non-profit operation.

Inquiries about the availability of programs for non-television use should be addressed to NET Film Service, Audio-Visual Center, Indiana University, Bloomington, Indiana.

Home Room

Potentially, the home room is a most excellent setting for individual and group guidance. However, in many a school it is little or nothing more than an administrative device for taking the roll, reading announcements, collecting money, selling tickets, distributing publications, etc. In others it is these and a supervised study period. Administrators must take most blame for failure to capitalize on the guidance function of home rooms because what administrators want from their faculty and school they usually get.—Georgia Education Journal

Let the Public Know

Student publications from 50 local schools were placed on display in the lobby of the Brooklyn Public Library for a four-week period. The collection ranged from one-page mimeographed weekly newspapers to slick professional looking literary yearbooks. They were the work of nearly 500 student editors and were read by an audience of more than 200,000 in public, private, and parochial schools at junior and senior high levels. The exhibit included, also, photographs of personnel and processes from the **Brooklyn Eagle** to illustrate the steps in the printing of a newspaper. It's a good idea and ought to be developed in every community of size in the country to let the general public know what is being done in the field of student journalism.—The School Press Review

Promoting A Camera Club

"How to Organize and Run a School Camera Club," by Editors of Photography Magazine. 366 Madison Ave., New York City. School Service Department. Free of charge.

The new handbook tells how a club should be organized, administered, and run most effectively; what a faculty adviser needs to know, how to plan and get program material, how clubs can help the school, and where to go for free resource literature.—The Oklahoma Teacher

Stamp Club

The United Nations Stamp Clubs, a project conducted by the Scholastic Magazines in cooperation with the U.N., reports that over 2,500 branch clubs have been formed with total membership exceeding 15,000. Branch clubs are active in every state and in Canada. Requests for membership are coming in from the United Kingdom, Spain, East and West Germany, the Netherlands, Haiti, Brazil, South Africa, Japan, and other lands.

For the present UNSC membership is limited to the United States and Canada because of currency regulations and the difficulty of mailing information kits promptly to clubs around the world.—Scholastic Magazines, McCall Street, Dayton 1, Ohio.—Youth Leaders Digest

Yearbook Signing Party

One of the highlights of each year has been the signing of yearbooks. In order to eliminate the usual disturbing of classes and the commotion between classes and at noon, the student council and the yearbook staff sponsored a yearbook signing party. This party started at noon, after the yearbooks were distributed, and continued until school was out. The party was on the southwest corner of our campus, with groups of tables and chairs for the teachers and students to use in signing the yearbooks. Free pop was given to each student.—Judy Starwalt, Robinson Illinois, High School—Student Life

Tips on School Newspapers Offered

"How to Plan and Publish a Mimeographed School Newspaper," "Handbook for the Mimeographed High School Newspaper," and "How to Report an Interview or Press Conference" are three free pamphlets offered by A. B. Dick Company, 5700 W. Touhy, Chicago, Ill.—Ohio Schools

Radio Speaking Competition

Speech students in the DuQuoin, Illinois, High School participate in radio speaking training and competition. One contest consists of five-minute contests over a public address system from one room to another. Judging is based on choice of material, delivery, which includes tone of voice, rate of talk, clarity, and general effect on the judges. Advanced speech students act as judges and coaches, under the direction of the instructors.

Council Promotes Projects

Kingman's student council is in its second year of promoting traffic safety around the school and the Principal reports the members are doing a splendid job. As a combination "fund raising-fun night" activity the council sponsored a sock-hop for the entire student body. Admission was charged according to the length of the foot, three cents per inch. The council is also responsible for planning student assemblies, in addition to special assemblies, such as lyceum programs.—The Kansas H.S. Activities Journal

Publish a Comics Book Kit

A "Comics Fact Kit," consisting of eight booklets about comic books, has been published for legislators, librarians, editors, and leaders of civic, fraternal and other interested groups.

Prepared by the Comics Magazine Association of America, Inc. (CMAA), the kit discusses the development of "sound, wholesome, and entertaining" comic books, reports on studies of the juvenile delinquency problem, describes the issues involved in comics legislation, and suggests responsible self-regulation by the comics industry as the "best and only democratic solution."

Copies of the "Comics Fact Kit" or any of the individual booklets can be obtained free from the Comics Magazine Association of America, Inc., 41 East 42nd Street, New York 17, New York.

TV Commercials

An article entitled "The Public Fights TV Commercials" has been published by "The New Leader," 7 East 15th Street, New York City. The author is Edward L. Bernays, 26 East 64th Street, New York 21, N.Y.

Mr. Bernays is carrying on a public interest activity to rally public opinion toward improvement in the quality and effectiveness of TV commercials. The article has been reprinted on a four-page brochure and has very interesting illustrations captioned "Before and During."

Mr. Bernays has been a leading counsel on public relations since 1919. He has been a close student of broadcasting ever since he helped initiate the nation wide broadcast of the Dodge Victory Hour twenty-eight years ago. Copies of the article are available from the above address.

A Truly Different and Richly Rewarding Three-Act Comedy
FOR YOUR NEXT PLAY . . .

"The Little Dog Laughed"



One interior-exterior combination setting.
CAST: 5 Men, 5 Women, plus 5 "star-for-the-scene" roles for girls who appear in
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FULLY ILLUSTRATED PLAYBOOKS: 85¢ EACH
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Order from ROW-PETERSON PLAYS, Evanston, Ill.

Free ROW-PETERSON Play Catalog sent at your request!

How We Do It

GRAHAM HIGH SCHOOL'S "GREATEST" GAME

Just which ball game was Graham High School's greatest one: the basketball game between the boys on the Student Council and some of the men faculty members, of course! This exciting game took place in the gym of the high school during the activity period with the Student Council as sponsors.

The men of the faculty were the "City Slickers" and the students, "Hobos." Their dress certainly fitted their names, too. Each team had cheerleaders who were dressed in the same style as their team. The "City Slickers" cheerleaders, were attired in striking gold sweaters and black skirts.



Hobos and Their Cheerleaders

The "Hobos" cheerleaders were attired in overalls that were several sizes too large and shirts of a similar description.

The game was called a basketball game but the only way one could tell was that it was played on a basketball court and a basketball was used. Otherwise, it was difficult to tell just what game was being played. The referees did an admirable job considering the fact that each team was severely opposed to having anything called in the other team's favor.

It might be said, however, that their patience became a little worn when a second basketball was brought on the court and one of the balls kept appearing and disappearing. The mystery was soon solved. The ball had been concealed in one of the hobo's trousers which were borrowed from a rodeo clown. There was never a dull moment during the entire game.

One might wonder what the climax to this spectacular game was. Well, it was a very, very close game. In fact, it was tied 19 to 19.

The game netted a nice sum for the Student

Council treasury.—Betty Jane Lasater, Publicity Chairman, Student Council, Graham High School, Graham, Texas

A METHOD OF ORGANIZING A STUDENT COUNCIL

We organized a student council at Dixie High School this year using what we feel is a different approach for initiating and organizing a student council. Representatives from each home room section in the high school were selected to a constitutional convention. During the meetings of this group different constitutions were studied and discussed. Committees were appointed to draft sections of the constitution. These sections were read, discussed, and amended as they were presented. The final draft were reread and corrected for clarity and functionality.

This draft was read by a committee of high school teachers who made certain recommendations to the committee. These recommendations were in part adopted.

The draft of the constitution was then printed. The representative from each room read the draft to his room and posted it on the room bulletin board. After one week the representative took a vote by ballot in his room on the acceptability of the constitution. The votes were brought to the committee meeting where a composite was made of all students' votes. This composite was announced.

With the acceptance of the constitution, the student government was organized in accordance with the items on the constitution.

Each home room elected a representative and alternate to the council. The alternate had no voting power except in the absence of the representative. The alternate became the representative if and when the representative was no longer representative of the group. In such a case a new alternate was elected.

Each approved club and organization in the school was permitted to send a non-voting representative to the council.

The council did most of its work through committees. These committees were appointed by the president. Some were standing committees; some were special occasion committees. The council rarely used more than three persons on a committee. The committee chairman was free to draw in any aid he deemed necessary. The membership of committees was not restricted to the elected representatives—clubs' representatives and alternates were used.

These committees would investigate plans, propose suggestions, and complete actions, with council approval, on those problems to which they were assigned.

The committees would submit written reports of their work. These reports would list the problem, solutions suggested, action taken, and on evaluation of the action with suggestions for future consideration. These reports were filed with the council Secretary for future reference.

A complete evaluation of all council projects were made by the council at the year's end, with the report retained in the Secretary's files for the council's reference.—F. N. Reister, Principal, Dixie High School, New Lebanon, Ohio

SUMMER RECREATION PROGRAM

Children of Florida are lucky Americans!

When the Minimum Foundation Program was adopted by Legislature in 1947, better school facilities were provided for the children of Florida, and as an important factor of the program, summer recreation was provided for.

Leon County has an outstanding recreational program for the summer months.

The summer of '54 was a busy and happy one!

Two elementary schools in the city and two rural schools were the centers of activities. It was the writer's privilege and pleasure to work in one of the city centers. Here a varied program was offered to (about two hundred) youngsters who came.

At the beginning of each day there was a general assembly which began with a devotional, followed by a sharing period and much singing. (Some very original and creative skits were presented by the children during sharing period.) After the assembly each went to his special interest. There were Band instruments, string instruments, handicraft, woodwork, story-telling, choral speaking, rhythms, and supervised play to choose from. At twelve o'clock each day, they all came together for a movie.

In the afternoons some members of the staff, went to the city parks and gave children their experiences in handicraft, singing, folk-dancing, listening to stories and records, while others

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went to the rural schools to assist with music, handicraft, and physical education.

One day of each week was known as Field Trip Day. School busses were used to convey the children to different points of interest as Velda Dairy, Killearn Gardens, and Cigar Factory. (Quincy)

After six weeks of this happy routine, there were two glorious weeks of Camp Life at Silver Lake (About twelve miles from Tallahassee). Camp facilities could not accommodate all the children who signed up, so they had to be divided into two groups—one for each week.

Camp life was busy and exciting! Flag-raising ceremonies came first, then breakfast, then calisthenics, then cabin inspection. Half-hour swimming periods for small groups came in the mornings and afternoons. These alternated with hand craft and times for hiking, games, and music activities.

After lunch each day there was one-hour rest period. Dinner was served at six. Free play followed for a little while, and after the flag was put away for the night, every one enjoyed a movie until about 8:30. Then one hour of dancing and singing games climaxed the day's activities.

The one hundred fifty happy youngsters did not grumble when they were "tucked in their bunks" and the lights went out at 10:00 o'clock. Each counselor breathed a prayer of gratitude for a happy day for every one and welcomed an eight-hour rest period.

Besides the centers and the camp, another facility was available. Each school library was open one day a week to accommodate children of respective areas. Children could browse and read and check out books for a week of home reading.

Each staff member was qualified for his particular part in program. At the center, I enjoyed story-telling, music, and handicraft with the primary group. In two of the city parks I offered story-telling, music, and singing games. At camp I was counselor for eleven and twelve-year-old girls.

It was all varied and interesting. I have tried to decide **which** I liked best, but cannot.

I do feel that it is a wonderful opportunity for all youngsters to have a happy, profitable summer. They "learn by doing" under expert guidance—the activities they are most interested in. They learn to choose from a varied program and follow their keenest interests.

The summer program is welcomed by the Mothers, for it answers that age-old question "What can I do, Mother?"—Myrtle C. Burr, Kate Sullivan School, Tallahassee, Florida

FORMULATING SCHOOL CAMP PLANS

One morning I made the announcement the children had been awaiting for some time. "In five weeks we will be leaving for camp. We will need to make preparations. Do you have any suggestions as to where we should begin?"

The questions began to pour forth. "Where is the camp?" asked one. "What will we need to bring?" asked another. "How much does it cost?" asked a third. "I have several camp booklets that contain the answers to many of your questions but not quite enough to go around," said I. "Can we see them?" came a chorus of voices.

"I doubt if we will have time for all of us to read the booklets. At any rate I doubt whether anyone could remember all the important information that we will need to keep. Then too, some of you might want to write letters to invite the pupils from the other schools for a get-together prior to going to camp!" I suggested.

The children became alive with ideas. Committees were formed for action. It was decided that some would do the reading to find the answers to the questions that were compiled by the class and placed upon the board.

Two boys offered to make a map showing the location of the camp and followed with a second map showing the layout of the camp itself. One girl was placed in charge of the bulletin board for posting camp ideas as they were brought in by the other members of the group. Two girls made a display from cardboard and plastic to show the proper way to set a table.

Those who did the reading reported their findings to the group. Each child kept his own notebook with pages set up for information on the clothing and materials he would need, pages for names and addresses of new friends he would meet, a few pages for pictures he would take while at camp, and a section for new information he would gain from his new experience.

Six members were placed on a committee which invited the two other sixth-grades which were to be in camp with us to join with us in a camp-style lunch and an afternoon of getting acquainted. Four members of the group gathered a list of songs that were familiar to the majority, had a copy made for each and made arrangements with the music teacher to have them taught and practiced by all. Copies of the songs were sent to the other sixth grades.

The children approached the gym teacher for a list of games that would be appropriate for camp. A list of movies on animal life and con-

servation was ordered and units were begun in this direction.

A program designed to give the parents information was arranged. The children selected a panel of four experts among themselves to answer any questions asked by parents following the showing of camp slides. The camp program was a tremendous success.

As an aid to the children the class undertook a project of selling seeds to raise money. Each row selected a chairman from whom they could obtain their seeds and to whom they could return their money. The chairman kept a list of each person within his row along with the number of packages given out and the amount of money turned in.

A general chairman distributed the seeds to the chairmen and collected all funds turned in each day. I checked the general chairman's books daily and relieved him of his monetary burden. Each child selected a partner and each pair was assigned a different classroom within the building to sell seeds. The children were sent out to the other rooms twice a week.

Sixty-four dollars were raised in this manner. As a means to assist others in their fund raising, the children made a list on the board of the various ways in which they were earning money on the outside. A surprising number of jobs were being taken over by the children at home.

The nurse was called in to discuss health habits while at camp. A movie was shown entitled *How To Catch A Cold*. The health unit took on new interest when the children learned that they would be sent home if they became ill at camp. We began to grow germs in the classroom on Petri-dishes furnished by coughs and dirty fingers. Cleanliness became the thing of the day.

The librarian was consulted and we soon had a camp reading corner with books on cooking, rocks, trees, plants, conservation, insects, snakes,



astronomy, and many others. The children began to spend much of their free time gathering information from these books.

Following an interesting week at camp the children brought in pictures they had taken at camp and a new bulletin board was arranged. The children shared their new experiences with one another during a couple of class discussion periods provided for that purpose. The camping program, I am sure, provided the children with a vast amount of initiative to gain from many real learning experiences.—Arthur Bourassa, Teacher, Sixth Grade, Lowrey School, Dearborn, Michigan

CHEERLEADING RULES, DESIRABLE TRAITS AND QUALIFICATIONS

I. Desirable traits for Cheerleaders.

A. Good personality.

1. Manners.
2. Cheerfulness.
3. Good disposition.

B. Character of high standing.

1. Trustworthy.
2. Responsible.
3. Dependable.
4. Good reputation in and out of school.
5. Honesty.
6. Cooperative.

C. Leadership ability.

D. Scholarship of high standing.

1. At least "C" average in academic subjects.
- a. These averages will be of the previous semester only.

E. Good personal appearance.

F. Citizenship of high standing.

G. Good co-ordination and voice.

II. Rules

A. Attendance.

1. Attend all functions (Games, pepfests, etc.) where cheerleaders are required. Tuesday away games 4 are required.
2. Exceptions may be made in case of ill-

ness, accidents, death in the family, or religious holidays.

3. Proper notification should be given to the captain twenty-four hours in advance if possible.

4. Two unexcused absences are allowed before a cheerleader is dismissed from the squad.

B. All school regulations must be obeyed.

1. This includes all regulations which are now printed in the school handbook.
2. In addition, rules made by the cheerleaders or their sponsor must be obeyed.
 - a. Cheerleaders who are representing the school at any function are not permitted to smoke.
 - b. Cheerleader's uniforms or any part of the uniform may not be worn by anyone other than the cheerleaders.
 - c. Cheerleader's jackets may be worn only when you are representing a cheerleader or on the day of a game or pepfest.
 - d. Cheerleaders must ride in transportation provided for them at all times unless special permission in the form of a written note waiving claim against the school from parents of the individual is given to the captain ahead of time.
 - e. If a cheerleader rides to an out-of-town function on the bus she must return home on it.

C. Selection of cheerleaders.

1. Each spring the faculty, cheerleaders, and a student committee to choose cheerleaders will select: one (1) Freshman cheerleader; two (2) or three (3) Sophomore cheerleaders, alternately. In 1955 there will be two, in 1956 there will be three.
 - a. If one cheerleader leaves the squad, a replacement shall be chosen by the same faculty committee which made the selection the preceding spring.
 - b. The cheerleader who is a Senior with the greatest number of years and experience on the squad shall be a captain.
 - c. These rules are subject to change and only through a $\frac{3}{4}$ s vote by the cheerleaders; and permission must be granted for such changes by the faculty sponsor, Athletic Council, and by the Office.—F. B. Kutz, Newark High School, Newark, Delaware

Six-Man Football MAGAZINE

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